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The annual mandatory evaluation of ESEA, Title I programs reports on compensatory education in California for the 1967-68 school year. The information is presented for suburban, urban, and rural school districts, remedial reading, inservice training, teacher aides, and summer schools. Also described are the programs for institutionalized neglected and delinquent youth as well as proposed provisions for the education of migrant children. Selected examples of student achievement gains are included. (NH)

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Evaluation of ESEA Title I Projects of California Schools

ANNUAL REPORT 1967-1968

UD 007 837

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Evaluation of
ESEA Title I Projects
# of California Schools

ANNUAL REPORT 1967-1968

Prepared by the
Bureau of Compensatory Education Program Evaluation
California State Department of Education

UD 007 837

FOREWORD

This report of the evaluation of pupils' progress in the compensatory education programs offered by California schools during the 1967-68 school year contains data that may be used to advantage by the schools that are offering compensatory education programs as well as those that are planning to offer such programs. I hope that every person who has responsibility for the development or operation of a compensatory education program will find in this report some information that he can use to advantage in meeting his responsibility.

Max Rafferty

Superintendent of Public Instruction

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PREFACE

An annual evaluation of California's compensatory education program under the Elementary and Secondary Education Act, Title I, is required by federal law and by California law (the McAteer Act of 1965). The State Office of Compensatory Education has the responsibility of evaluating and disseminating information to school districts and other interested parties on the results of activities designed to strengthen the educational program for children from disadvantaged backgrounds.

California's ESEA Title I program was initiated in the spring of 1966. This report contains an evaluation of the program during the 1967-68 school year. Most of the Title I activities were operated by school districts for disadvantaged children regularly enrolled in school. Specialized programs were also conducted for children of migrant agricultural workers, handicapped children in state schools and hospitals and neglected and delinquent children in state and local institutions. The evaluation of compensatory education programs operated by state institutions for neglected and delinquent youths and for children residing in state mental hygiene facilities and residence schools are included in a separate report.

Major responsibility for the preparation of the state report was assumed by Alexander I. Law, J. Vincent Madden, Hubert Reeves and Gerald S. Rider, consultants in the Bureau of Compensatory Education Program Evaluation; and Ralph D. Benner, consultant in the Bureau of Community Services.

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A GENERAL LOOK AT TITLE I
IN CALIFORNIA, 1967-68

On April 11, 1965, the Congress of the United States passed the Elementary and Secondary Education Act. The major thrust of the act was Title I, which authorized compensatory education programs aimed at enhancing the educational attainment of children from poverty backgrounds. In passing Title I, Congress made this Declaration of Policy:

> "In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."

Title I was the nation's recognition that if every child is to receive an equal educational opportunity to succeed to the full extent of his potential, the schools must give special attention to the effect that poverty has on a child's learning progress. The child from a low-income family generally does not come to school as prepared for successful learning as do his more advantaged classmates.

He is likely to lack the verbal and language skills which form the basis of classroom instruction. He may not have had many of the educational experiences common to children of his age group. His parents generally have a low educational background and are not as familiar with the educational process. He may be in poor health and may lack adequate nutrition. Because of this combination of factors, the disadvantaged child often experiences failure in his early exposure to the classroom. A poor self-image and lack of educational aspiration soon develops that further impedes his learning progress.

The result is that the child from a poverty background has traditionally tended to fall farther and farther behind his middle class schoolmates as he progressed through school. While the average child was achieving one year's growth for each year of instruction, past data based on test scores in reading indicated the average child from a poverty background was gaining only about .7 of a year's growth per school year.

It is this educational gap that compensatory education seeks to close.

The Elementary and Secondary Education Act, Title I, is California's major source of funds for compensatory education programs. Through Title I, school districts throughout the state have provided additional services to disadvantaged children, over and above what they would normally receive in

TABLE 1

STUDENTS IN TITLE I PROGRAMS, 1967-68

Grade	Number of Students		Total	Percent of Students	
	In Public Schools	In Non-Public Schools		In Public Schools	In Non-Public Schools
P	5,322	218	5,540	96.06	3.94
K	19,611	78	19,689	99.60	.40
1	30,465	992	31,757	95.93	4.07
2	31,088	1,772	32,860	94.60	5.40
3	27,687	1,814	29,501	93.85	6.15
4	20,842	1,676	22,518	92.55	7.45
5	19,895	1,471	21,366	93.11	6.89
6	19,156	1,270	20,426	93.78	6.22
7	17,816	1,833	19,649	90.67	9.33
8	16,665	1,715	18,380	90.66	9.34
9	17,331	883	18,214	95.15	4.85
10	14,131	1,584	15,715	89.92	10.08
11	11,024	439	11,463	96.17	3.83
12	7,475	407	7,882	94.83	5.17
Ungraded	6,700	205	6,905	97.03	2.97
Total	265,208	16,357	281,865	94.09	5.91

TABLE 2

COMPARISON OF GRADE LEVEL DISTRIBUTION OF TITLE I STUDENTS 1966-67 AND 1967-68

Grade Level	Percent of Students 1966-67	Percent of Students 1967-68
K - 3	41.1	40.4
4 - 6	24.3	22.8
7 - 9	19.8	19.9
10 - 12	13.4	12.4

the regular instructional program. Selected districts, primarily in urban areas, also receive state aid for compensatory education programs.

Title I programs were first implemented in the spring of 1966. The 1967-68 school year, on which this report is based, was the second full year of operation for Title I.

In 1967-68, the amount of Title I funds available to California school districts for compensatory education programs was $78 million. This included $859,820, which was earmarked for programs serving neglected and delinquent youths in local institutions. The state also received $6.1 million for programs for children of migrant agricultural workers, $883,294 for handicapped children in state schools operated by the State Department of Education and state hospitals operated by the State Department of Mental Hygiene, and $894,795 for delinquent youths in California Youth Authority institutions. Funds for these specialized programs increased California's total Title I allocation to $85.9 million.

Migrant education programs are analyzed on pages 87-99 and programs for neglected and delinquent youths in local institutions are discussed on pages 81-86. Evaluations of other specialized programs are not included in this report. Except for the above mentioned pages, the report is devoted to the school district compensatory education programs for regularly enrolled students.

PARTICIPANTS

School districts reported that a total of 281,865 students participated in Title I activities for the 1967-68 school year. This was a decrease from the 372,146 students reported for the previous year. Of the 1967-68 students, 265,208 (94 percent) were enrolled in public schools, while non-public school students totalled 16,357 (six percent). A total of 928 school districts operated Title I projects.

The grade level distribution of Title I students in the public and non-public schools is shown in Table 1. The percent of students in each of the major grade level groupings in 1966-67 and 1967-68 is compared in Table 2.

It is apparent that school districts concentrated their Title I programs at the same grade levels for both years. Elementary school students continued to comprise two-thirds of the participants in Title I programs.

In addition to students, school districts reported that participants in Title I programs included 3,449 dropouts and 13,167 parents and other adults.

OBJECTIVES

Within the broad goal of Title I, each school district determined its objectives from the particular educational needs of disadvantaged children in its schools. Activities were developed to implement the objectives. As shown

OBJECTIVES CODE
FOR TABLE 3

The following codes were used in designating the objectives of each activity of each project:

Achievement

11	To improve performance as measured by standardized achievement tests.
12	To improve classroom performance in reading beyond usual expectation.
13	To improve classroom performance in other skill areas beyond usual expectations.
14	Other achievement objectives.

Ability

21	To improve performance as measured by standardized tests of intellectual ability.
22	To improve the verbal functioning level of the children.
23	To improve the non-verbal functioning level of the children.
24	Other ability objectives.

Attitude

31	To improve the children's self-image
32	To change (in a positive direction) the children's attitudes toward school and education
33	To raise the children's occupational and/or educational aspirational level.
34	To increase the children's expectations of success in school.
35	Other attitudinal objectives.

Behavior

41	To improve the children's average daily attendance.
42	To improve the holding power of schools (to decrease the dropout rate).
43	To reduce the rate and severity of disciplinary problems.
44	To improve and increase the children's attention span.
45	Other objectives dealing with children's behavior.

Other Areas Relating to the Learning Process

51	To improve the physical health of the children.
52	To improve the nutritional health of the children.
53	To improve the children's emotional and social stability and/or that of their families.
54	To provide adequate clothing for the children.
55	Other objectives relating to the learning process.

Unique Objectives

61	English as a foreign language.
62	Reduce class size.
63	Cultural Enrichment.
64	In-service training.
65	Improve home-school communication.

TABLE 3

COMPARISON OF TITLE I PROGRAM OBJECTIVES: 1966-67 AND 1967-68

	1966-67		1967-68	
Objectives	Number of Projects	Percent of Objectives	Number of Projects	Percent of Objectives
Achievement				
11	391	13.3	275	32.5
12	417	14.1	255	30.2
13	192	6.5	44	5.2
14	44	1.5	16	1.8
Ability				
21	59	2.0	8	.9
22	373	12.7	53	6.2
23	73	2.5	1	.1
24	20	.7	5	.5
Attitude				
31	300	10.2	26	3.0
32	277	9.4	34	4.0
33	81	2.7	42	4.9
34	182	6.1	16	1.8
35	20	.7	--	--
Behavior				
41	40	1.4	2	.2
42	46	1.6	5	.5
43	41	1.4	2	.2
44	24	.8	--	--
45	7	.2	1	.1
Other Areas				
51	33	1.1	15	1.7
52	19	.6	--	--
53	63	2.1	4	.4
54	5	.2	--	--
55	35	1.2	4	.4
Unique Objectives				
61	29	1.0	13	1.5
62	23	.8	3	.3
63	85	2.9	16	1.8
64	43	1.5	1	.1
65	25	.8	3	.3

in Table 3, the most frequent objectives of Title I activities, as stated in general terms used by the U. S. Office of Education, were:

- To improve performance as measured by standardized achievement tests.
- To improve classroom performance in reading beyond usual expectation.
- To improve the verbal functioning level of the children.
- To improve classroom performance in other skill areas beyond usual expectation.
- To raise the children's occupational and/or educational aspirational level.

The first two objectives, improving performance on standardized tests and improving classroom performance in reading, comprised more than 60 percent of the total objectives reported by the school districts. While these objectives were also the most prevalent in 1966-67, the percent more than doubled in 1967-68. While objectives related to improving achievement increased markedly, objectives related to student attitudes, such as improving the child's self-image, decreased.

ACTIVITIES

Activities conducted by school districts were classified as primary, secondary or tertiary activities. Each project had one primary activity. Secondary and tertiary activities were supportive to the primary activities. About 70 percent of the projects had secondary activities and about 45 percent had tertiary activities. The categories of activities and a comparison of their frequency as the primary, secondary or tertiary activity of projects conducted in 1966-67 and 1967-68 are shown in Table 4. The table is based on 855 projects from 928 districts.

The activities were identified by projects and not by districts. Some districts, especially the larger ones, operated several projects, and each of these had a primary activity and usually supporting activities. Other districts conducting the same activities, but under one project, would have only one primary activity recorded, with several secondary and tertiary activities. Also, in some cases, several school districts joined together in one cooperative project.

As shown in Table 4, 72.3 percent of the primary activities were curriculum programs, most frequently in the areas of reading and communication skills. The curriculum programs category also included English as a second language, social sciences, science, mathematics and instructional programs combining more than one subject area.

Second in order of emphasis as a primary activity was reduction of

TABLE 4

TYPES AND FREQUENCY OF OCCURRENCES OF TITLE I ACTIVITIES
1966-67 AND 1967-68

Type of Activity	Primary Activity 1966-67	Primary Activity 1967-68	Secondary Activity 1966-67	Secondary Activity 1967-68	Tertiary Activity 1966-67	Tertiary Activity 1967-68
	Percent of Activity		Percent of Activity		Percent of Activity	
Curriculum Programs	57.2	72.3	23.4	32.5	14.3	16.3
Reduction of Teacher Load	8.0	6.9	11.2	13.5	13.2	13.1
Cultural Enrichment	6.3	2.9	9.8	7.7	9.0	10.7
Guidance and Counseling	5.3	4.0	12.8	11.6	11.3	13.6
Supportive and Auxiliary Services	4.9	3.3	9.6	6.5	8.8	6.6
Preschool	3.5	3.3	4.7	4.4	5.0	3.4
Study Centers and Tutoring	2.6	1.8	2.4	2.4	3.0	3.7
Attitude Development	2.5	2.0	8.6	10.3	8.3	14.2
Health Services	1.7	1.2	4.3	4.1	6.9	8.4
School-Community Coordination	1.3	.6	1.6	1.2	2.6	2.1
Attendance Improvement	.9	.5	2.1	2.1	3.2	4.2
Dropout Projects	.4	.6	.4	.1	.9	.7

TABLE 5

TITLE I ACTIVITIES, BY PERCENT OF STUDENTS SERVED AND PERCENT OF FUNDS ENCUMBERED 1967-68

	Primary Activity		Secondary Activity		Tertiary Activity	
Type of Activity	Percent of Students	Percent of Funds Encumbered	Percent of Students	Percent of Funds Encumbered	Percent of Students	Percent of Funds Encumbered
Curriculum Programs	73.85	84.13	23.25	32.90	12.06	12.76
Reduction of Teacher Load	5.00	5.56	14.22	15.54	16.59	31.31
Cultural Enrichment	3.49	.75	14.93	7.74	11.21	4.42
Guidance and Counseling	4.16	2.07	12.84	16.55	12.56	14.46
Supportive and Auxiliary Services	5.43	1.89	15.30	8.61	8.66	6.84
Preschool	1.48	2.42	2.43	3.37	1.16	3.10
Study Centers and Tutoring	1.34	.71	1.93	2.59	3.94	3.86
Attitude Development	1.50	.93	7.59	7.78	7.96	7.88
Health Services	1.48	.27	2.17	1.65	9.21	7.30
School-Community Coordination	1.11	.28	2.58	1.18	2.15	2.68
Attendance Improvement	.26	.29	1.70	1.03	5.41	2.71
Dropout Projects	.31	.49	.03	--	7.43	1.79

teacher load, which accounted for 6.9 percent of the projects. In most of the projects in this category, employment of teacher aides constituted the major Title I effort. Other activities accounting for a small, but significant, percent of the primary activities were guidance and counseling, four percent; supportive and auxiliary services, such as psychological services and school social work, 3.3 percent; and preschool, 3.3 percent.

Curriculum programs were also the most frequent secondary and tertiary activities. Also ranking high as supportive activities were reduction of teacher load, attitude development, and guidance and counseling.

In a departure from previous years, inservice training was not classified as a primary, secondary or tertiary activity. Rather, school districts were requested to report inservice training separately. About 85 percent of the districts reported they conducted inservice training for staff personnel as part of their Title I activities.

In comparing 1966-67 and 1967-68 activities, the most dramatic shift was in the increase in curriculum programs. As a primary activity, curriculum programs increased from 57 percent in 1966-67 to 72 percent in 1967-68. The percent of projects with curriculum programs as secondary or tertiary activities also increased. This increase in curriculum programs was consistent with the marked increase in objectives related to improving student achievement.

Because of the increase in curriculum programs, other categories of activities, or course, decreased as primary activities. Shifts, both upward and downward, were also recorded among the secondary and tertiary activities, but these changes were relatively minor.

The percent of students served in,and percent of funds encumbered for, the various categories of activities, is shown in Table 5. It should be emphasized that the percent of funds encumbered are estimates made by the school districts, and are not to be construed to be a financial report, which districts submit separately from the evaluation report and which follow established accounting procedures. The table is presented to reflect the relative financial emphases that districts placed on different activities.

It can be seen that curriculum programs accounted for an even larger percentage of the funds encumbered than for the percent of projects or percent of students served. About 85 percent of the funds encumbered for primary activities went for curriculum programs.

To implement their Title I programs, school districts increased their staffs by 22,043 persons, including volunteers. The numbers and types of personnel supported by Title I funds during the 1967-68 school year are shown in Table 6. A total of 5,277 teachers, 3,340 of whom were full time, were employed through Title I. Teacher aides comprised the largest category of non-teaching personnel, with 5,590 employed--most of them on a part time basis. The school districts also used 6,464 volunteers in their Title I programs.

TABLE 6

NUMBER OF POSITIONS SUPPORTED BY ESEA TITLE I FUNDS 1967-68

Positions	Full Time	More Than Half-Time Less Than Full-Time	Half-Time or Less	Total
Teaching:				
Preschool	191	45	39	275
Kindergarten	81	1	34	116
Elementary	879	73	728	1,680
Secondary	556	53	429	1,038
Speech Correctionist	27	2	25	54
Handicapped	14	1	43	58
Reading Specialist	664	53	268	985
Other	928	17	126	1,071
Total Teaching	3,340	245	1,692	5,277
Non-Teaching:				
Teacher Aide	1,708	1,089	2,793	5,590
Librarian	149	15	76	240
Supervisor or Administrator	180	50	261	491
Counselor	256	26	149	431
Psychologist	45	13	112	170
Testing Assignment	15	6	46	67
Social Work Assignment	62	32	26	120
Attendance Assignment	31	9	61	101
Nurse	135	19	101	255
Dental Hygienist	1	--	5	6
Clerical Position	683	68	311	1,062
Volunteers	481	36	5,947	6,464
Other	251	53	1,465	1,769
Total Non-Teaching	3,997	1,416	11,353	16,766
Grand Total	7,337	1,661	13,045	22,043

State guidelines require that school districts establish advisory committees for Title I to insure community involvement in planning programs for disadvantaged children. A total of 7,975 persons served on school district advisory committees in 1967-68. Of the committee members, 5,579 (70 percent) were residents of the target area, and 3,425 (43 percent) were parents of children participating in Title I programs.

EVALUATION METHODS

Districts were asked to report the measurement design and research design used to evaluate their projects. The measurement design is the type of instrument used to evaluate the results of the project, while the research design is the method used to collect and analyze information and data about students. A comparison of the five most common measurement designs used during the 1965-66, 1966-67 and 1967-68 years is shown in Figure 1. Also shown in Figure 1 are the research designs and the percent of projects using each design.

As in the past, the most frequently used measurement device was the standardized achievement test. The substantial increase in use of this technique reflects the growing emphasis of Title I projects on curriculum programs and objectives related to student achievement. In 1967-68, 70 percent of the projects were evaluated by standardized achievement tests, as compared to 58 percent in 1966-67 and 30 percent in 1965-66.

Teacher observations were the second most frequently used measurement device in 1967-68 as in previous years. However, the percent of projects evaluated by teacher observations decreased. Also used by a significant number of districts were other published tests, anecdotal records and locally constructed achievement tests.

As shown in Figure 1, about 25 percent of the districts indicated they used a pre and post test with the project group and a comparison group to assess the growth of the Title I students. An analysis of the district evaluation reports indicated, however, that relatively few districts did have a valid comparison or control group. Rather, it appeared that most districts, in fact, used the second research design, which was a pre and post test on the project group to compare observed gains with expected or usual gains. It was also apparent that some districts' evaluation endeavors were still not of sufficient magnitude and quality to accomplish a meaningful assessment of the effectiveness of their Title I projects.

FINDINGS

Each project was analyzed by the Office of Compensatory Education and rated on a four point scale for its degree of success in meeting its objectives. The criteria for the ratings took into consideration past findings that the achievement rate of children from low socio-economic backgrounds tended to be about .7 years of growth per year of instruction. The ratings, which were based on the average growth of students in the project, were:

- Substantial Improvement - Growth was equal to or greater than 1.5 years for the school year or 1.5 months per month of instruction.

- Moderate Improvement - Growth was equal to or greater than one year for the school year or one month per month of instruction.

- Little or No Improvement - Growth was less than one year during the school year or one month per month of instruction.

To receive one of the above three ratings, the results also had to be documented, be appropriately presented and contain evidence, through a comparison group or other means, that the improvement was in fact due to the Title I activities. A few activities, such as health services and library services, could not be adequately measured by tests or similar instruments, and their results could not be expressed in terms of years of growth. Such projects could qualify for any of the above ratings if sufficient evidence was presented to enable the reviewer to make a judgment that the progress justified such a rating. Very few projects of this type received a substantial improvement rating. The fourth rating was:

- Irregular Data - The evaluation report submitted by the school district was inadequate for any determination to be made as to the project's effectiveness. This included incomplete reports, use of inappropriate measurement instruments, lack of pre and post data, contradictory data, and general statements of success without supporting documentation.

The distribution of ratings, by number and percent of projects and students, is shown in Tables 7A and 7B. Table 7A was based on 140,000 students from 830 projects and did not include the ten largest districts which serve the big cities. In Table 7B 106,000 students were added from the big cities, based on the growth of a sample of 46,000 of the students. In both tables, the number and percent of students shown reflect the total students participating in the project which received the rating.

In both the total state sample and the sample without the big cities, about 45 percent of the students were in projects where the average growth was one year or more. A comparison of Tables 7A and 7B indicates that the big city projects did not result in the same magnitude of growth, either in numbers of students or amount of growth, as did projects outside the inner city areas. About ten percent of the total state Title I population were in projects showing an average growth of 1.5 years or more. However, in districts outside the big cities, 14 percent of the students were in projects which resulted in an average growth of 1.5 years or more. Also, a smaller percentage of students in big city projects made achievement gains of one year or more.

TABLE 7A

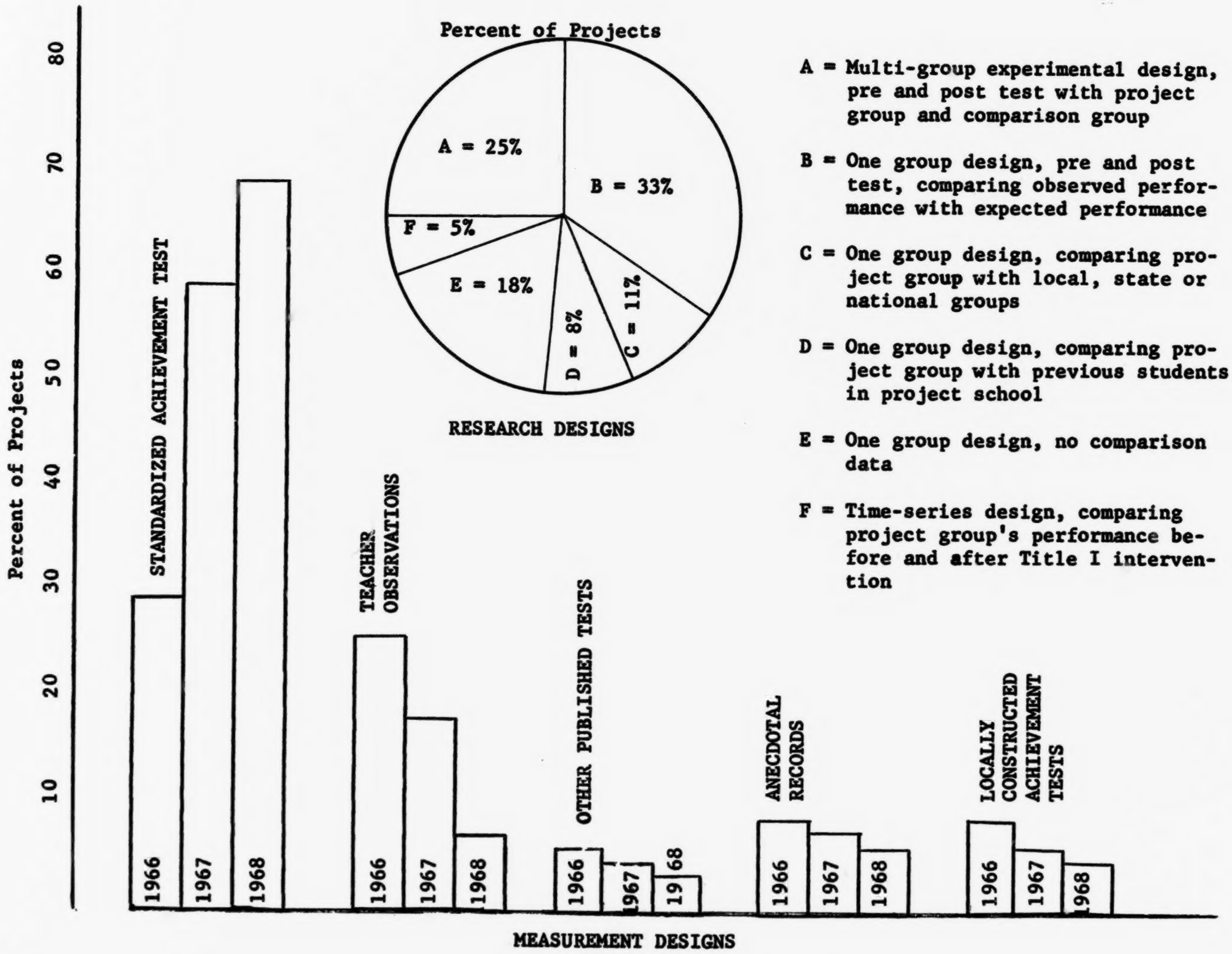
RATINGS OF TITLE I PROJECTS FOR 1967-68
BIG CITIES NOT INCLUDED

Rating	Number of Projects	Percent of Projects	Number of Students in Project	Percent of Students in Project
Substantial Improvement	88	10.5	19,500	13.9
Moderate Improvement	310	37.2	44,500	31.8
Little or No Improvement	262	31.4	47,000	33.8
Irregular Data	173	20.8	29,000	20.7

TABLE 7B

RATINGS OF TITLE I PROJECTS FOR 1967-68
BIG CITIES INCLUDED

Rating	Number of Projects	Percent of Projects	Number of Students in Project	Percent of Students in Project
Substantial Improvement	89	9.5	23,600	9.6
Moderate Improvement	353	37.8	88,200	35.8
Little or No Improvement	319	34.2	105,300	42.8
Irregular Data	173	18.5	29,000	11.8



A = Multi-group experimental design, pre and post test with project group and comparison group

B = One group design, pre and post test, comparing observed performance with expected performance

C = One group design, comparing project group with local, state or national groups

D = One group design, comparing project group with previous students in project school

E = One group design, no comparison data

F = Time-series design, comparing project group's performance before and after Title I intervention

FIGURE 1

Analyses of projects in four types of population areas -- the ten big cities, medium-sized urban areas, suburban areas and rural areas -- are presented in subsequent parts of this report. These analyses show that the greatest achievement gains were in the medium-sized urban areas and in the suburban areas. The average growth in these areas exceeded one year and approached a year and one half. In several urban districts, average gains exceeding two years were recorded. The smallest gains were recorded in the small rural areas and in the big cities, where the average growth was less than one year.

The evaluation reports of the school districts also led to these conclusions about Title I in the 1967-68 school year:

- As in previous years, the greatest gains continued to be made by students in the elementary grades. However, the gains appeared to be shifting more toward the middle elementary grades, as compared to the primary grades. In the third year of Title I, many students in the middle elementary grades had participated in Title I programs in the primary grades. Also the increased concentration of activities on academic skills tended to favor the older children whose academic deficiencies were more noticeable and thus were more likely to be treated.

  While junior high and senior high students continued to show less growth than did elementary students, the differences were less marked. There were indications that some school districts were beginning to concentrate their secondary grade activities on limited, selected students to a greater degree than they did the first two years.

- Characteristic of the most successful programs was their concentration of services on a limited number of objectives and a limited number of specifically identified children. These projects focused on two or three activities, adequately funded. On the other hand, there were widespread examples of ineffective projects which (1) attempted to carry out too many, often unrelated, activities with insufficient funding, and (2) scattered the activities over too many children so that the concentration of services was inadequate to improve student achievement level significantly. Dilution of funds and services plus failure to identify and serve specific children with educational deficiencies, was particularly apparent in the big cities and the rural areas. The evaluation results suggest that for optimum effectiveness, the average student expenditure must be more than $300 over and above the regular school program. Title I projects with expenditures of less than $250 per student generally failed to produce substantial results.

- The most successful reading projects were those in which students received reading instruction from a reading specialist. These were the "pull-out" programs in which the specialists worked with small groups of children away from the regular classroom on a regular basis. Each child's learning difficulty was carefully diagnosed, and an instructional program tailored to his needs. Records were systematically maintained on his progress in the special reading program, and there was a close working relationship between the reading specialist and the classroom teacher. Projects which merely reduced class size or employed teacher aides to enable the classroom teacher to spend more time on reading instruction generally did not result in improved student achievement.

- Generally school districts are not providing longitudinal programs for Title I students, but are using a "turnstile" approach. They are serving a new group of students each year, with no assurance that students who participated in the previous year's activities continue to receive the concentrated services needed to maintain their improved growth rate. This school district practice compounds the continuity problems already existing because of the high mobility rate of students in poverty areas. Consequently, while the academic achievement of the participants improves markedly for the period of time that they are in the Title I program, too often the gains are not cumulative and are not maintained.

  The use of the "turnstile" approach is related to the problem previously discussed--the failure of the districts to identify specific children for Title I services. Districts which have maintained longitudinal programs for the same students since the inception of Title I show the best results, with many students achieving at grade level.

  In some cases, the districts' attempt to serve all children in the target area led them to change participants not only from year to year, but often several times during the year. In this extreme variation of the "turnstile," students may have received Title I services for only several weeks during the school year.

- Late Congressional action on appropriations for Title I continued to have an adverse effect on the quality and continuity of programs. Congress did not determine the amount to be appropriated for Title I until the school year was already underway. School districts were not informed of their official entitlement until February, 1968. Consequently, for most of the school year, school districts operated scaled-down programs at a funding level considered to be "safe."

The sporatic, uncertain nature of Title I funding was particularly critical because of the California school districts' emphasis on curriculum programs requiring specialized personnel. School districts were hesitant to commit themselves to year long contracts with teachers because of the uncertainty of funds. By the time the funds became available, the qualified personnel were not available. This resulted in emergency revisions of programs and budgets which were often reflected in quickly planned and poorly implemented end-of-year programs. It also resulted in many children being deprived of services which they would have received had the programs been in operation continuously for the entire school year.

BIG CITY DISTRICTS

Ten school districts in California received an ESEA Title I entitlement for 1967-68 which exceeded one million dollars and were analyzed separately because they represent a significant portion of the funds spent and the children involved. The entitlements for 1967-68 ranged from 1.1. million to 16.2 million dollars. The total approved for the ten districts was $31,987,847, which represented 40.1 percent of the ESEA Title I funds in California for 1967-68. The districts served the cities of California where the largest concentrations of disadvantaged children from poverty backgrounds reside and attend school. The districts were Fresno, Long Beach, Los Angeles, Oakland, Richmond, Sacramento, San Bernardino, San Diego, San Francisco, and Stockton Unified School Districts.

PARTICIPANTS AND STAFF

Participants. ESEA Title I programs in the big cities served 107,176 children from preschool through grade 12. Of these children, 97,265 attended public schools and 9,911 attended non-public schools. There were 2,782 dropouts and 1,770 adults participating in Title I programs.

The grade level breakdown of public and non-public school children participating in the big cities programs is presented in Table 8.

TABLE 8

NUMBER OF CHILDREN SERVED BY TITLE I ACTIVITIES IN TEN BIG CITY SCHOOL DISTRICTS DURING 1967-68

Grade	Public	Non-Public	Total
P	3,069	30	3,099
K	7,318	20	7,338
1	11,176	655	11,831
2	11,963	849	12,812
3	10,508	829	11,337
4	6,682	779	7,461
5	6,472	665	7,137
6	6,237	601	6,838
7	5,405	1,232	6,637
8	5,841	1,212	7,053
9	4,645	686	5,331
10	5,861	1,497	7,358
11	4,594	310	4,904
12	3,045	356	3,401
U	4,449	190	4,639
Total	97,265	9,911	107,176

Staff. To implement curricular activities, additional teachers were hired by the big cities with ESEA Title I funds. These included preschool teachers, kindergarten teachers, elementary and secondary level teachers, remedial reading specialists, and teachers of the handicapped. Personnel were hired on a full-time, half-time or less than half-time basis.

Supportive personnel were hired for curriculum programs or for administrative aspects of Title I activities. There were 3,890 volunteers contributing their services, while 1,064 teacher aides were hired for Title I programs. Other supportive personnel included librarians, library aides, administrators, counselors, psychologists, social workers, nurses, nurses aides, and clerical positions.

In Table 9 is shown the number of positions supported by Title I funds in big city districts during 1967-68.

TABLE 9
NUMBER OF POSITIONS SUPPORTED BY ESEA TITLE I FUNDS IN TEN BIG CITY SCHOOL DISTRICTS DURING 1967-68

POSITIONS	Full Time	More than Half-Time Less than Full-Time	Half-Time or Less
Teaching:			
Preschool	97	18	2
Kindergarten	49	-	15
Elementary	331	-	267
Secondary	309	6	190
Speech Correctionist	6	1	5
Handicapped	11	-	41
Reading Specialist	322	4	77
Other	18	9	2
Total of teaching positions	1,143	38	599
Non-Teaching:			
Teacher Aide	320	118	1,064
Librarian	64	-	3
Supervisor or Administrator	89	2	38
Counselor	134	-	21
Psychologist	6	-	6
Testing Assignment	3	-	4
Social Work Assignment	17	10	6
Attendance Assignment	24	1	42
Nurse	74	-	9
Dental Hygienist	1	-	-
Clerical Position	425	1	33
Volunteers	-	-	3,890
Other	150	8	85
Total of non-teaching positions	1,307	140	5,201
Total of all positions	2,450	178	5,800

SCHOOL-COMMUNITY RELATIONSHIPS

The ESEA Title I requirements for coordination of school and community programs, participation of non-public school children and efforts to alleviate the negative effects of de facto segregation are particularly important in the big cities. The ten districts serve areas where community action programs, non-public schools and concentrations of minority group children are the most prevalent.

All ten big city districts served a geographic area where there was an approved community action program. Seven of the districts indicated a "high" degree of success was achieved in securing district-community action agency cooperation, while three districts indicated an "average" degree of success. Half of the districts indicated a "high" degree of success was experienced in coordinating Title I programs and community action programs, while half of the districts evidenced an "average" degree of success. The coordinative aspects of Title I were fulfilled by county directors, local community action agencies or their designees.

Nine of the districts reported a "high" degree of success in developing and implementing cooperative projects involving both public and non-public school children, and one district indicated an "average" degree of success in this endeavor.

While all of the districts indicated that they had a district advisory committee, five districts indicated a "high" degree of success was encountered in working with such a committee, while four districts indicated an "average" degree of success and one district a "low" degree of success in working with the committee. The total membership on these committees was 497 persons, of whom 312 resided in the target area and 238 were parents of children participating in Title I activities.

Community agency personnel on the district advisory committees included representatives of public and non-public schools, community action agencies, ethnic action groups, PTA's, school boards, and service clubs. The central administrative staff was represented on all district advisory committees, and building principals in target areas were part of some committees.

About half of the city school districts made some effort to alleviate the effects of de facto segregation. In three districts, children from predominately minority group populated schools were transported to other schools. Additional integration activities included enriched summer experiences, redistricting attendance boundaries of schools, and intergroup experiences in academic and cultural activities.

OBJECTIVES AND ACTIVITIES

Programs and activities in the big cities were directed primarily toward the improvement of student achievement levels from preschool through high school. Comprehensive programs were conducted by the districts, with the main emphases on curricular activities in the area of language development, remedial reading, and English as a second language. Auxiliary services that supported the curricular programs included counseling and guidance, health, home-school coordination, cultural enrichment, and the development and extension of libraries. Tutorial centers and special study assistance projects were developed to provide additional assistance to children having difficulties in school.

Counseling and guidance services were provided in nine of the central city districts, library services were provided in five districts, and health services were provided in six districts. Cultural enrichment activities were offered in all big city districts as part of their program to improve opportunities and experiences of disadvantaged youth. Preschool programs were supported by Title I funds in five big city districts.

Teacher-aides, teacher assistants, and additional teachers were hired for the purpose of reducing teacher load. Some districts utilized high school students to assist elementary and junior high school students with their school work, while other districts utilized students from local colleges as tutors and teacher trainees.

Inservice education programs for Title I personnel were conducted in all big city districts.

FINDINGS

Communication Skills. Efforts to improve communication skills, including language and oral communication, were the major concerns of the big city school districts. Remedial reading activities were reported as a part of communication skills programs.

All ten of the big city school districts implemented a remedial reading program. Some programs consisted of pull-out programs where children would work in small groups (usually 5-10) with a reading specialist for a specified period of time during the day. Other programs used reading laboratories equipped with additional equipment and materials and consisted of a reading specialist with one or more aides. Two districts' remedial reading program consisted of the reduction of class size or the reduction of the pupil-teacher ratio, with reading taught by the regular classroom teacher.

Reports of the big city districts were delimited by the following: (1) there was a lack of identification of specific children to receive direct services; (2) there was little evidence that diagnostic testing was used to identify specific weaknesses of children; and (3) there was no identification of the ability levels of the children reported upon. There is evidence to suggest that some school districts included pupils in remedial reading and communication skills programs for variable times throughout the school year. The length of time that a child was in a remedial reading program varied from 30 minutes to one hour daily, and the child may have been involved from three to nine months over the school year, depending upon the severity or urgency of his particular needs. It may be surmised from programs of this nature that sustained growth would not be evident in achievement testing over a one year period of time. In analyzing test results of students who may have been in the program for any variation of time, the results will be confounding.

Based upon the results of standardized achievement tests, there was a great variability in the amount of grade level growth made by students. Generally, the gains were less than one month per month of instruction. Growth in the primary grades was approximately seven months for each ten months of instruction, while in the intermediate grades growth was approximately nine months for each ten months of instruction. Median grade level growth at the junior high school and senior high school level was approximately seven months of growth for ten months of instruction, although one high school program found student gains to be 12 or 13 months for the nine month operation of the program.

Subjective data, collected on a systematic basis, tended to support the contention that remedial reading programs were successful for a particular period of time even though gains were not evident on year-end achievement tests. Data on student attitudes showed positive gains from pre-program attitudes.

Programs that were implemented on a much broader basis than remedial reading encompassed several phases of communication skills. Most of the emphasis, however, was on the development of language skills which included decoding, developmental reading, the practice and implementation of skills, reading for enjoyment, and other language experiences. In one instance, three teachers were provided for two classrooms in grades one through three; while five teachers were provided for four classrooms in grades four through six. Additional auxiliary services provided for children identified as deficient in language skills included counseling, home-school assistance, health services, greater use of library facilities, and enriched cultural experiences. As was found with remedial reading programs, two districts reduced class size in an attempt to alleviate deficiencies in the language skills of disadvantaged children.

Achievement gains in reading, arithmetic and language were reported as measurements of growth in language skills programs. In one district it was reported that achievement scores in each of these three areas increased at all grade levels, but that the greatest gains were made by fourth grade pupils. Based on a ten month period of instruction, fourth grade pupils gained nine months in reading, 12 months in arithmetic, and nine months in language. Children in grades two, three, five, and six gained somewhat less than the fourth graders. Overall gains in these grade levels were seven months in reading, seven months in arithmetic, and five months in language.

In another district in which language skills growth was measured by reading achievement scores, it was found that third graders gained five months over a ten month testing interval. In the same district, fourth graders gained approximately 12 months in a ten month interval. The growth for sixth graders was about five months in a nine month testing interval. Generally, the gains in grades two through six approximated eight months for ten months of instruction and favored Title I students over a comparison group.

When gains were analyzed over a two and one-half year period, in this district, they did not approach the anticipated growth of one month for each month of instruction. Longitudinal growth in reading scores for Title I students in grade three reveals increments of six to eight months during a ten month period and gains of 12 to 14 months during a 20 month interval. These gains were in excess of gains evidenced for students in a comparison group. Gains in reading scores for Title I students in grade four were seven and 13 months over a 10 and 20 month interval, respectively. Students in a comparison group gained seven and 15 months over the 10 and 20 month interval. Sixth graders showed gains in reading of 10 and 18 months over 13 and 23 month intervals of time.

In a school district that observed gains in reading scores from May, 1966 to May, 1968, it was found that Title I students progressed at a constant rate of six months for each ten months of instruction. Although students in various socio-economic strata progressed at constant rates, the beginning levels of children from the middle and high socio-economic strata were much higher than the beginning levels of children from the low socio-economic stratum.

Gains in junior high programs were approximately five months for each ten months of instruction. In some instances, comparison groups scored greater gains than Title I students. While in previous years it was found that students were making approximately a month of growth for each month of instruction, follow-up testing of junior high school students indicated that apparently augmented rates of student achievement have not been continued. While gains were evidenced in grades eight and nine over a two year period of time, the greater gains were made during 1966-67 and were not sustained over the 1967-68 school year.

Longitudinal gains in grade eight were approximately 12 months for an 18 month testing interval, while at grade nine the growth approximated 10 months for a 23 month testing interval.

Teacher responses indicated that Title I programs had been effective in increasing and improving the interest and attitude of nearly 87 percent of the pupils. Parents indicated that their children seemed to be doing much better in school this year. Total staff responses indicated pupils were provided greater opportunities for learning and broadening of experiences. The interest of pupils and of teachers was enhanced by Title I programs.

English as a Second Language. English as a second language (ESL) activities were conducted in four big cities. The objectives of ESL programs were to provide vocabulary development, language patterns, ideas, concepts, experiences, and opportunities to develop skills in listening, hearing with understanding, and speaking. Students were encouraged to read as soon as they gained some background in listening and speaking. They learned how to write and presented actual examples from their speech.

Pupils participated in small group aural-oral instruction, which generally lasted from 30 minutes to an hour each day. Intensive practice of English sentence patterns concentrated on grammar intonation and pronunciation. The English proficiency test was administered to Title I ESL elementary school children and resulted in a high attainment in the verbal functioning level of children. Parent and staff ratings indicated ESL was an effective component.

Students in ESL programs who made the most rapid progress were students who had completed at least six years of school in their native countries and who came to school with reading and writing skills. Students showing slower progress were those who had minimum schooling in their native language and who had to be taught basic reading skills in addition to English.

A Spanish speaking counselor was assigned to work with pupils and parents of Spanish surname at a particular school. Reading level changes in the children were evidenced and ranged from nine months to 20 months. Homeroom teachers and resource teachers indicated ESL programs were effective in terms of the initial objective for more than 95 percent of the pupils.

The evaluation of ESL programs was handicapped by the fact districts utilized reading and language tests to measure growth in an ESL program. Although the ultimate goal is to improve the child's proficiency in these areas, it would seem more appropriate to utilize instruments and techniques that would detect changes as a result of an additional influx of teaching English as a second language. It is apparent that ESL programs and the evaluation utilized for such programs need further study. Results at both the elementary and secondary levels have shown consistent achievement trends from year to year.

Counseling and Guidance. Counseling and guidance services were initiated and carried out in all of the big city districts. Generally, they provided individual or group counseling services to children who were identified as part of communication skills or remedial reading programs, and augmented the curricular aspects of the program in working with students, teachers and parents. Diagnostic and psychological testing was part of counseling and guidance programs.

In some instances, districts reported teachers were not kept informed of the several counseling services that were available to alleviate student needs. However, students were made aware of the services, opportunities and test results, but felt that they did not get enough personal attention. Although school districts indicated the extent to which services were performed, the evaluation of counseling and guidance activities has not reached a point yet where follow-up on initial contacts can be used in evaluating the continuing counseling program.

Parent counseling was seen as a vehicle to provide study opportunities for children at home. In addition, visiting teachers, resource teachers, and teacher assistants made contacts with students and parents in an attempt to encourage students to raise their self-image and to increase their aspiration level. Generally, more extensive counseling and guidance services were provided to students in junior and senior high school than were provided to students in elementary schools.

One district found that in a study of the types of services performed by guidance consultants, 40 percent of the time was spent on individual case work, 10 percent on group guidance, 15 percent with parent conferences, and 15 percent with school staff. Lesser amounts of time were spent with inservice training, community contacts, agency contacts and report writing. Guidance consultants were assigned to work as a part of the instructional and supportive services team in providing specialized guidance services to students, which included individual case work, group guidance, parent conferences, consultation with school staff and inservice training for staff on social, emotional and other educational problems with students. In some instances, it appeared that the ESEA Title I counselors were still spending considerable amounts of time performing non-counseling duties including supervision, substitute teaching, clerical and attendance duties.

The responses of students generally reflected a more positive evaluation of the guidance program than the responses of the teachers and the counselors. There was a negative trend in the responses of students pertaining to the amount of personal interest counselors showed in them.

In a district that provided an evening study center, the availability of a counselor during this session enhanced the opportunities for both students and parents to get together and to identify some of the concerns and the problems of the school. The opportunity to meet in the evening was found to be advantageous as many parents expressed a concern that they were not able to come to school while it was in session.

Questionnaires given to samples of parents at the evening study center indicated: 77 percent thought they knew more of what goes on in the school than previously, 80 percent thought their children were able to read better, and 84 percent felt their children had at least one person at the school with whom they could talk.

Preschool. Five of the big city school districts provided preschool programs, at least partially funded by ESEA Title I. More extensive preschool programs were funded by the Unruh Preschool Act, a California effort at improving preschool opportunities.

The planned emphasis on language development produced noticeable growth in participants, according to responses of preschool teachers. The use of personnel from representative ethnic or minority groups as teachers, aides, or adults in the classroom greatly enhanced the participation of children and of parents. Parental involvement was a vital ingredient of preschool programs, along with a carefully planned curriculum that provided maximum opportunity for a close relationship between child and adult. It was indicated that parent participation was a vital part of the program because it involved parents in ways that young children learn. Knowledge of the learning process and continued interest by the parents is seen as one of the predictors of their children's success in school.

The parental response and the administrator and teacher reaction to preschool programs was favorable. A recommendation that came from preschool personnel was the need for more inservice training for persons working with preschool programs.

As measured by an intelligence test adminstered to more than 450 children, the intelligence quotient of the preschool children was increased as the result of preschool programs. In a sample of 15 preschool classes, the analyses of teacher ratings of pupil growth showed a significant improvement in the child's self image. In a follow-up study consisting of kindergarten children who had attended preschool, and kindergarten children who had not attended preschool, two districts found the rate of growth of preschool children was not maintained through kindergarten and one district reported there was no difference in reading readiness scores of the two kindergarten groups.

Children attending kindergarten who had no preschool experience showed greater gains on standardized tests of intelligence and motor-development skills than children attending kindergarten who had preschool experience. One district reported that preschool experiences had little effect during kindergarten, but they appear to begin taking effect in grade one.

In order to maximize the effect of preschool experiences, it may be necessary to revise the curriculum of the kindergarten program to be more meaningful to children with preschool experiences, so that gains made during preschool will be sustained during the kindergarten and primary grades.

Inservice Training. Although inservice training was a required part of each compensatory education program, the frequency of meetings and the quality of programs were at great variance. Some districts' inservice training consisted of one or two workshops each semester which focused on language skills and cultural characteristics of minority groups, while other districts provided a concerted and comprehensive effort to train personnel to work with disadvantaged children. Summer inservice training programs for extended periods of time preceded the implementation of compensatory education programs.

Inservice training programs funded under Title I were provided for teachers, resource teachers, and teacher aides. It was found that inservice training programs would be enhanced if the objectives and purposes were clarified, specific recommendations for teaching culturally disadvantaged children were made, and the concepts, philosophy, and limitations of compensatory education were defined.

With respect to the effectiveness of inservice training in helping to teach culturally disadvantaged students, one district reported that 56 percent of the respondents rated the inservice training program average to good, while 38 percent rated it fair to poor. In comparing the responses regarding the improvement of technical skills and the opportunity to exchange successful teaching techniques, 47 percent of the teacher assistants and nearly 70 percent of the teachers said they benefited from inservice training programs. Teachers were divided on the frequency of activities, as 32 percent felt the present inservice training activities were adequate, while 40 percent felt more services were needed.

Personnel involved in inservice training programs made the following recommendations: A workshop approach should be used, rather than general large group lectures. There is a need for more training in specific skill areas, such as language development and remedial reading. The evaluation of inservice training should be sharpened and focused on the objectives of the program. As one additional method of inservice training, released time for visitation to other ESEA Title I schools should be granted to teachers and teacher assistants. Small group discussions should be scheduled following a speaker's presentation in order to provide greater interaction among the participants.

A review of the inservice training programs, as reported by the ten big city districts, indicates the need for a greater emphasis on inservice training beginning with identifying objectives, providing meaningful activities and assessing the program with a thoughtful and systematic evaluation.

Health Services. Health services were provided for public and non-public school children in the big cities through additional nurses, medical and dental reviews of particular problems, and nutrition in the form of a free breakfast or lunch. Emergency clothing was provided for needy students.

Generally, health services increased in the elementary and junior high schools, as compared to ESEA Title I health services of previous years. One district reported that 95 percent of the children in the elementary target-area schools were screened for vision and hearing defects during the year. Elsewhere, the full-time nurse served as a resource person to classroom teachers in obtaining materials for health and safety education and in working with parents on health problems. Welfare aides worked under the direction of a nurse and counselor. The comprehensive approach to a health program in one district was to provide the child with referrals on vision, hearing, motor coordination, general health and nutrition status, growth and development history, and special attention to all of the health problems found in the elementary school age child. After initial services had been provided for children, additional follow-up services were given.

Limitations of the effectiveness of health services were evidenced in the high pupil transiency, large enrollments, and the general lack of follow-up of pupils with health defects.

Nurses indicated that individual parent contacts relating to health and the utilization of community resources in the area of public health were an effective way of creating parent awareness of health problems.

As an outgrowth of health services, one district found remediation activities by physicians had increased; there was a 32 percent decrease over the previous year in the number of pupils with nutritional health defects corrected, and a trend toward fewer absences as exhibited by 90 percent of the pupils in the health services program.

One district provided educational and medical services to school-age expectant mothers. While emphasis was placed upon pre and postnatal health problems, pupils were given information about the physiology of pregnancy, medical care, nutrition, and hospital procedures. Nurses made post delivery home calls. The program was judged successful, as the holding power of the schools was improved and the ability of the pupils to pass more subjects in health center classes was evidenced. Referrals for medical care, prenatal and infant care information contributed to a reduction in the percentage of problems in early pregnancy.

Cultural Enrichment. Eight big city school districts reported some form of cultural enrichment experiences for Title I children. These activities included creative writing classes, field trips to local places of interest, concerts, plays, athletic events, and eating in a restaurant. Selective study trips were made to businesses, industries, government facilities and other institutions offering employment opportunities.

One district reported that a junior high school had experimented with "mini" field trips. Students in groups of four, with a teacher as a guide, attended a variety of community events. The reason for small group trips was to overcome the logistics involved in taking large groups to an activity and to overcome the expressed feeling of the teachers the previous year that communication broke down when the group was too large. It was felt better rapport would be developed between students and teacher and a more meaningful cultural experience would result if the group were small. The opportunities for involvement were much more varied than they had been the previous year.

Cultural enrichment experiences were well accepted by teachers and administrators. The experiences provided the opportunity to increase the knowledge that students have about their community. One district found parents must be actively involved in planning, preparing and evaluating cultural enrichment activities, as parents who go with the children are better able to follow through with these activities at home. There is evidence that study tours and school-site activities of a cultural enrichment nature helped extend the scope of experiences of children living in target areas, and in many instances, helped them to expand their personal and intellectual development.

Home-School Relationships. Efforts to improve the communication between home and school were reported by each of the big city districts. School district personnel provided group and individual assistance to parents in attempting to solve school related problems.

Specially trained parent counselors provided such services as group and individual counseling of students referred by parents or by grade level advisors, making home visits, initiating and providing leadership in meetings with parents, and providing late afternoon or evening discussion meetings and workshops for parents.

One big city district carried out an extensive parent interview schedule at the conclusion of the school year to determine the parents' awareness of Title I activities and obtain their observations on the effect of increased services on their child's attitude and achievement. A sample of parents of students in grades one through 12 were interviewed.

In response to the question, "Are you familiar with the ESEA Compensatory Education Program," a little less than half of all the parents interviewed were familiar with the program. About 83 percent of the parents indicated their children had more interest in school this year than in previous years. Parent reaction to questions concerning the effects of the specific services upon their children was generally positive.

Administrators and community persons perceived the program as providing a communication link between the school, the home and the community. While both elementary and secondary school principals had reservations about the overall effectiveness of the home-school program, it was indicated there was a need to improve personnel effectiveness and to develop closer working relationships.

Integration. Efforts to eliminate the adverse effects of racial isolation on elementary school pupils were described by three big city school districts. Title I funds were used to implement integration plans in these districts, and in one district, additional district funds were provided to finance the program.

In general, the integration plan consisted of a reassignment of minority group students from target area elementary schools to schools which had small percentages of ethnic minority pupils and adequate classroom space. Transportation was provided for children in the target area to attend non-target area schools.

One of the objectives of the integration program was to stimulate the educational achievement of project pupils beyond their previous school experiences. Results reported on standardized achievement tests indicated that the integrated children usually exceeded their own prior rates of growth. However, the data also showed that on the average, children remaining in the target areas achieved as much as the children who were integrated. One district did report that elementary school pupils who were integrated into new school settings made consistently higher, although not statistically significant, scores than students of similar abilities who were not integrated. Students who had been at an integrated school for two years generally showed a greater rate of gain during the second year than they showed during the first year.

Districts reported that some of the highly saturated services that were provided the target area schools did not necessarily follow the pupils to their newly integrated situations. For this reason, it may be that many students received little additional assistance other than transportation to attend the receiving school.

The response from parents of integrated pupils toward the integration program was positive. Parents indicated that they visited schools more often, their children were more interested in learning, and that their children participated to a greater extent in school and student activities. While administrators reported they were able to evidence positive gains in peer relations, they recognized the need for more inservice training regarding the purpose and objectives of an integrated program.

TRENDS AND CONCLUSIONS

The evaluation reports of the big city school districts include much information on the effects of compensatory education programs funded under ESEA Title I. Although several selected segments of those reports have been included in the preceding paragraphs, some generalizations from the reports are presented herewith:

As reported by the big city school districts, there appears to be a general dilution of the program with districts attempting to reach all children in target area schools regardless of their educational deprivation. It appears as though children are receiving infrequent services through Title I efforts regardless of the educational deprivation that may be prevalent in any particular child. There is a need to identify and to concentrate programs on particular children who show evidence of educational deprivation. These educational deficiencies should be diagnosed and the students should be placed in a program that will attempt to overcome these weaknesses.

Educational deprivation is not overcome in a short period of time. There is a need for children to participate in meaningful Title I programs for the academic year, at least; and, in some cases, there may be a need for children to participate over much longer periods of time. Children who are served by Title I programs should be capable of finishing school. The ability levels of the children who are served by Title I programs should be identified and reported with respect to achievement gains.

During the 1967-68 school year, gains in remedial reading across grade levels were approximately seven months for each ten months of instruction, with the greatest gains evidenced in the intermediate grades. These gains reflect the prior-Title I norm of seven months of growth for ten months of instruction and show evidence that as Title I programs become parts of the regular school district programs the services lose some of their impetus in affecting educationally disadvantaged children. In particular school districts, greater gains were demonstrated when a reading specialist was employed to work directly with particular children. The least amount of gain was evidenced in reading scores when only class size was reduced or teacher aides placed in the classroom, or additional attention was not given to specific children.

School districts have the responsibility to involve district advisory committees more intricately in developing priorities for target area schools. Where the community has been involved in developing meaningful programs to serve children from low income areas, the school personnel, the parents and the community have recognized that the community interests are best served through these mutual endeavors. If the relationship of the inner-city school to the minority groups in which they serve is to be enhanced, school administrators should begin to utilize this untapped source of involvement in a more effective manner.

In order that the effectiveness of preschool experiences be maintained, there is a need for school districts to make an adjustment in the kindergarten and primary grade programs so that meaningful follow-up activities will sustain the rate of growth previously identified among preschool children.

There is a need for more meaningful and appropriate inservice training programs. Such programs should focus on the needs of the culturally disadvantaged, and on the purposes of compensatory education. Inservice training activities should involve the professional staff and any personnel working either directly or indirectly with children.

School districts that transport children from minority group areas to schools outside of the target areas should provide intensive services to these children at their receiving schools in order for them to overcome the handicaps of poverty. The opportunity for children to receive quality education through additional intensive efforts should be an integral part of any program that transports children between schools.

SUBURBAN DISTRICTS

Suburban districts selected for analysis were located near the largest metropolitan areas of the state. Characteristic of the districts that were selected for the suburban sample is that they were largely residential, and served as bedroom communities for the cities that they surround. Counties represented in the 27 district suburban sample were Alameda, Contra Costa, Los Angeles, Marin, Sacramento, San Bernardino, San Diego, San Mateo, Santa Clara, and Yolo.

ESEA Title I allocations for the selected suburban districts ranged from $45,000 to $340,000 and the number of children participating ranged from 120 to 1,130. Children from the non-public schools comprised 3.3 percent of the children participating in Title I programs in the suburban sample.

OBJECTIVES AND ACTIVITIES

Objectives that were most frequently identified and implemented through curricular programs included the improvement of performance as measured by standardized achievement tests, the improvement of classroom performance in reading, and the improvement of abilities, attitudes, and classroom behaviors.

Priority programs included remedial reading, language skills, English as a second language, mathematics, and comprehensive curriculum programs. With one exception, the districts in the suburban sample had a primary component that consisted of either communication skills or remedial reading. Additional activities included counseling and guidance services, reduction of teacher load through the employment of teacher aides, health services, cultural enrichment activities, expansion of libraries, home-school coordination, and after-school study or tutorial centers. In general, school districts encumbered most of their entitlement in the primary activity and utilized other kinds of activities to support the primary activity.

The implementation of Title I programs was largely accomplished by the hiring of additional personnel supported by Title I funds. Reading specialists and resource teachers were added and 308 teacher aides, which constituted the largest group of new employees, were hired by Title I monies in 20 districts. Additional non-teaching positions included librarians, counselors, psychologists, social-workers, nurses, and other specialists. Volunteers assisted in Title I programs.

FINDINGS

The impact of curriculum programs on target-area children was measured by standardized achievement and intelligence tests, and non-standardized instruments, including teacher constructed tests, questionnaires and attitude surveys.

Communication Skills. Although much of the concentration in communication skills was in the area of remedial reading, programs to improve language skills, oral communication, and developmental reading were included in this category. The findings reported by school districts frequently reflected a remedial reading program with tributary activities feeding into it, which provided a more comprehensive curriculum program. Although the organizational structure of communication skills varied in specific instances, there were some commonalities among several school districts. Children were diagnostically tested by a school psychologist and were scheduled to meet with reading specialists for a specified period of time daily. While the remedial reading specialists usually worked in small groups ranging from three to nine children, the additional services provided to the classroom teacher included a teacher aide and supportive counseling services for those children in need of such services. Programs in remedial reading were provided at all grade levels, but were most frequent in grades two through nine. Additional equipment and materials included listening posts, library books, record players, tapes, film strips and other media which aided the specialists in working with children who were deficient in reading skills.

Based upon the results of standardized achievement tests, there appeared to be a great variability in the achievement of children as a result of the programs funded under Title I. Two limitations suggested by an analysis of the data were the lack of identification of ability levels of children in Title I programs and the absence of comparison groups.

For the school districts included in the suburban sample, the overall growth patterns based upon reported achievement test gains appeared to be slightly greater than a one month growth for each month of instruction. With the assumption that the normal rate of growth of Title I students is seven months for each ten months of instruction, as measured by achievement tests, then the gains reported by districts in the suburban sample are encouraging.

In terms of grade placement scores, growth of at least one month for each month of instruction was evidenced in grades three through ten. The referent is the growth in the median scores from pre test to post test.

The rate of growth in grade eight approached a month and a half for each month of instruction, while growth in grades three and nine was approximately a month and a fourth for each month of instruction.

The least amount of growth occurred in grades one, eleven, and twelve where the rate of growth was approximately seven months for each ten months of instruction.

While the reports of some school districts included in the suburban sample indicated a spurious rate of growth as measured by achievement tests, there is ample evidence to indicate that properly identified children can achieve at least a month of growth for each month of instruction if they,

(1) are exposed to specialists to assist them in their communication skills; (2) are taken from their regular classroom for specified periods of time daily throughout the school year; (3) are assisted with supportive auxiliary services; and (4) are given access to services of a teacher aide.

Several school districts submitted data in the non-cognitive areas that indicated their objectives for developing positive self-image and improving attitudes had been accomplished. Generally, growth in the non-cognitive areas was measured by locally constructed instruments. Attitude scales administered on a pre test and post test basis indicated better self feelings and a general improvement of positive attitudes and behaviors. One school district indicated that possible student resistance toward a high level of expectancy resulted in increased negative feelings toward the total school environment.

Counseling and Guidance. The results of counseling and guidance programs indicated that diagnostic work and group counseling activities provided by the counseling staff were well received, but in some districts there were no apparent attitudinal or behavioral changes in the students.

One district that had identified home-school cooperation as an aid to the counseling program reported that "attendance and grade-point average were highly correlated and that attendance was a major problem with the eighth grade group that had been socially promoted." As an additional benefit from the home-school cooperative counseling effort, the district stated that "of those eighth grade children identified as underachievers in grade seven, 25 percent had made the honor roll at least one quarter in grade eight, and several more had achieved a higher grade point average than in grade seven."

Another district attempted to work at improving the aspirational levels of children. It was found in this district that discipline referrals did not differ from a comparison group; seventh and eighth graders showed more negative attitudes toward school than comparison group students; and no significant differences occurred in the pre and post aspirational level of treatment students and non-treatment students.

Health Services. Health activities provided for visual and hearing screening, health education courses through counseling, and nutritional programs that included dietary supplements. Children were referred for dental work and for medical examinations. Community resources, including service clubs, Community Chest agencies, PTA, churches, public assistance and county health facilities were utilized to alleviate health problems that were identified in the screening process.

Cultural Enrichment. Cultural enrichment activities included field trips to such places as observatories, fire and police departments, newspaper offices, bakeries, post offices, and zoos. The study of science and of prehistoric life were enhanced by certain field trip experiences. Additional activities were provided through individualized programs such as music and art, and group activities including sailing and drama. One district recommended that parents should have been included in the cultural enrichment activities prior to the participation by children. A general observation gleaned from the reports of the suburban school districts would indicate the need for more thorough classroom preparation if cultural enrichment activities are to be more meaningful.

Home-School Coordination. Ways of improving communications among the community agencies serving families of disadvantaged students were explored with "hard-core" families and the public and private agencies serving the families. With the home-school relations workers assuming a leadership role, the needs of the family were explored and the most appropriate agency took the major responsibility for the family while other agencies provided supportive assistance. Chronic attendance problems were attended to by home-school liaison workers, and community churches were contacted to provide assistance for families through their resources. The activities of such teams were apparently successful in helping students overcome learning, behavior and health problems that interfere with learning. The decrease in new referrals was interpreted as an indication of the success of the previous year's work and of the previous year's screening programs. The involvement of community agencies proved to be effective in providing adults in the community with an opportunity to interact with each other, with the school as a common basis.

Auxiliary services were provided in the form of a psychologist, welfare aide, nurse, and speech teachers for district programs. Administrators agreed that the value of the services was significant, but there were no data submitted to support the kinds of services that were performed. There appears to be a need for more specific assignment of children who are to receive services in such a program.

Inservice Training. For the most part the inservice training activities that were described by school districts in the suburban sample consisted of the improvement of skills in those particular specialities that a district had identified as its primary component. For example, in an area where reading, language, and communications skills were the primary components, skills to enhance the abilities of teachers and teacher aides were identified. Intergroup education workshops were held to identify attitudinal objectives and to improve the understanding of school personnel about disadvantaged children.

The frequency of meetings varied from three or four times monthly, to twice yearly among school districts. Some meetings consisted of grade level discussions, while other meetings consisted of all Title I personnel in large groups. In one district, three Title I teachers worked with clinicians in diagnosing the needs of the culturally disadvantaged child and of identifying their proper placement in school programs. Another frequent activity of inservice training was attendance at conferences and enrollment in college courses. Several districts provided released time for teachers and aides for both interdistrict visitation and intra-district visitation. These provided personnel the opportunity to visit other compensatory education programs and glean information for the improvement of their own programs. Another district utilized the interaction analysis approach with teachers, during a two-day workshop held prior to the opening of school.

Thirteen districts reported that they provided inservice education for Title I personnel with Title I funds. The greatest assistance of inservice training programs to Title I personnel was behavior modification and improved different approaches to reading skills. Grade level meetings, rather than school-wide or large group meetings, were most helpful to the participants involved.

Although school districts reported that the inservice training programs offered to them were of value to those persons involved, there was an indication that participating personnel have recommended more specific approaches to skills and attitude changes that should be incorporated into future inservice training programs. Recommendations for the improvement of inservice training programs included: wider use of teaching strategies for the culturally disadvantaged child at particular grade levels and in particular areas, more attitude training and information about the kinds of children with whom they are working, and more teacher-parent interaction.

It is apparent that districts need to identify objectives of inservice training programs and to provide appropriate activities to try to accomplish these objectives. In order to change attitudes and behaviors or to improve skills and knowledge of personnel involved, much pre-planning and forethought of activities should take place. Inservice training programs are most effective when specific objectives have been identified and personnel meet in an attempt to accomplish these objectives.

TRENDS AND CONCLUSIONS

After a comparison of 16 school districts in the suburban sample based upon data from 1966-67 and of 27 school districts in the suburban sample based on data from 1967-68, the following trends are indicated:

- The gains in median to median reading scores reported in 1966-67 approximated a month of growth for a month of instruction; during 1967-68 comparable gains in reading scores were somewhat larger than a month of growth for a month of instruction, and at certain grade levels, approached close to one and one half months of growth for each month of instruction.

- While the 1966-67 data evidenced infrequent auxiliary services in support of primary activities, school districts in 1967-68 reported an increase in these auxiliary services.

- While teacher aides were used in 44 percent of the suburban districts surveyed in 1966-67, 74 percent of the districts surveyed in 1967-68 reported the use of teacher aides.

- While inservice training was required under the enactment of the McAteer Act of 1965, slightly less than 50 percent of the districts included in the 1967-68 suburban sample reported the results of an inservice training activity. This is not meant to imply that inservice training was non-existent, but rather that Title I funds may not have been used for the development or the operation of an inservice training program.

- The communication between the communities and the schools in 1967-68 was greater than had been previously reported.

- The non-public school participation was 2.9 percent in 1966-67 and 3.3 percent in 1967-68. This is below the state average of non-public school participation of 5.8 percent.

URBAN DISTRICTS

Twenty school districts were selected for analysis in this section. The districts are not the largest in the state, but have average daily attendance of slightly less than 20,000, and an average ESEA Title I entitlement of about $260,000. They serve distinct political entities which have industrial complexes within their geographic boundaries, thus setting them apart from the "typical bedroom" community pattern of the suburban districts.

The districts were drawn primarily from the two concentrated areas of population in the state, the Los Angeles basin and the San Francisco bay area. Included, however, were three districts from the San Joaquin Valley which fit the definition of urban.

Four of the 20 districts were purposely chosen because of exemplary gains in achievement by the participants. It was felt that an analysis of their programs and findings would be helpful in a general description of the progress of Title I. The remaining 16, while not chosen at random, can be considered to be typical of urban school districts.

The districts in the urban sample served a combined total of 8,200 students in their primary Title I activity. The average number served was 410, and the average cost per pupil for Title I was about $270.

OBJECTIVES AND ACTIVITIES

Each of the urban districts conducted a comprehensive Title I program with multiple activities. The grade span served ranged from preschool through the twelfth grade. While the average entitlement for the districts was about $260,000, the average expenditure for their primary activities was $111,000, slightly less than half of the total expenditure. Emphasis in this analysis will be placed on the primary activities of the districts.

Eighteen of the 20 districts concentrated their primary activities on remediation of basic skills, almost universally in the area of reading. This reflects the statewide trend toward increased concentration on curriculum services, but is proportionately higher than the statewide average.

A reversal of the state trend appears in the use of teacher aides. Only three of the 20 districts surveyed used teacher aides, and in each of these cases the reports indicated that they were a minor supportive activity. Instead, it appears that the urban districts are using professional personnel, usually a specialist teacher in a "pull-out" remedial program.

Also noticeable by their lack of frequency, whether as primary, secondary or tertiary activities, were activities aimed at enhancement or self-image or cultural enrichment. Only two cultural enrichment activities appear, and these were as tertiary activities. Similarly, only two activities to enhance self-image were reported, one as a secondary and the other as a tertiary activity.

Most commonly reported as secondary or tertiary activities were other curriculum programs designed to reinforce the primary endeavor, although library services and auxiliary services such as counselors and psychologists were also frequent. Thus, the overall program of the urban districts showed an increase in concentration on direct curriculum services to students with a minimal use of teacher aides, cultural enrichment and other activities which were prevalent in the previous year's survey.

The programs tended to be in the elementary grades; however, the shift to the primary grades was not as dramatic this year as it was last year in the urban districts. Rather, the programs seemed to be evenly spread out from grades one through six, with relatively few students involved at the secondary level. This is consistent with the general statewide trend.

Each of the urban districts had an inservice training program. The evaluation of which, in most cases, was minimal. There does appear to be a trend toward an ongoing inservice training program, as compared to the "one-shot" lecture, and concentration in the area of human relations and improving the skills of the teachers in their specific areas of responsibility.

FINDINGS

Because of the almost exclusive concentration on reading as the primary activity in the 20 districts, emphasis will be given to an analysis of findings in this area. Nineteen of the districts used standardized achievement tests to measure the progress of the children in the program. While this might seem to indicate an easy analysis of the data, the converse is true. There were 11 different types of achievement tests administered to students at various grade levels. This multitude of forms and levels of evaluation devices, coupled with the varying time limits during which the program was operated, mitigates against an intensive analysis of the quantitative data.

As indicated above, four districts were purposely included because of the substantial gains made by the students in the Title I project. These programs showed a growth of more than two months for every month the students were in the programs in all the grades covered (grades one through six). The remaining districts reported gains that were greater than expected but less than that shown by the four exemplary districts. The range of gains was wide, from approximately .7 of a year to slightly more than 1.5 years for the time the students were in the program. An overall estimate of the mean gain in the elementary grades would be that the students achieved between ten and 15 months in an approximate ten month period.

Practically all the districts surveyed conducted what might be called a "turnstile" program, in which a new group of students were selected to participate in the Title I program each year. Only in rare instances did districts maintain a truly longitudinal program in which services were maintained for the same group of students over several years. Thus, while growth scores taken at the end of a particular school year are dramatic for the students involved, they tend not to be cumulative over a period of time, and therefore relatively few students are up to grade level. This problem is highlighted by the following reports from two districts:

> "For some children in the special reading classes grade scores made on the Stanford Reading Test were available for two successive years...although the differences were highly significant and can be assumed to be due to growth rather than by chance, the increase was not equal to a normal expectancy for either group. This supports the data presented earlier for the Gates-MacGinitie Test, and indicates that for most children with reading problems, one year of intensive instruction is not sufficient to bring up their achievement to grade level."
>
> "Gains in reading grade placement for children receiving remedial instruction, grades 3-12, approached an average of two years. However, schoolwide primary reading tests continued to show an initial ten months retardation. Reading instruction has been highly successful. The need for such instruction continues, possibly because our transient population makes it possible for them to 'catch up' and possibly because the diagnosis of learning problems often require several years, thereby resulting in retardation in school skills."

Contrasted with these reports is a summary from one of the districts which reported exemplary gains and which had a longitudinal program:

> "In 1967 the target area second graders were the first group to have been exposed to the total compensatory education program. They had participated in preschool, in three months of the extended kindergarten program, and had been in classrooms served by teacher aides and community volunteers. The parent education program had become increasingly effective during their school years.
>
> "Their score on the Survey of Primary Reading Development tests indicated a grade placement of 2.0 (on the October, 1967 testing.) The second graders at the non-project schools obtained a grade placement of 2.0 also. For the first time in a period of five years the children in the target schools did not score significantly below children from non-target schools. Examination of test scores from 1958-1967 suggest that the children in a non-target school had consistently maintained mean scores of actual grade placement while the target area children were consistently below grade placement until the October, 1967 testing."

In the same district, fifth and sixth graders who had not been exposed to a longitudinal program had the following results:

> "Fifth grade pupils with whom the resource teachers worked in October, 1967 and again in June, 1968 showed a mean grade placement score of 3.5 on the pre test and a post test score of 4.4, a gain of nine months in slightly less than a nine month period. The Stanford Reading Test was administered to 32 sixth graders served by resource teachers. The mean grade placement score on the pre test was 3.6, the post test was 4.4, a gain of eight months."

Thus, the second graders at the target school, having been in the program for three years, were at grade level along with the other children in the school district. Older children who did not have a longitudinal program, while making larger gains than they had previously made, were still below grade level.

Another district, which has kept the same children in a demonstration program since the inception of Title I, reported:

> "The ____ School reflected the lowest achievement in reading of the ten elementary schools in the district when this project started in September, 1966. Eighty-eight percent of the students were achieving in the first quartile in reading. The students at ____School are now performing at the average district-wide achievement level."

The district added that rapid acceleration was especially indicated at the first and third grade levels.

CONCLUSIONS

The urban districts sampled showed, almost without exception, that the students continue to make progress above that which is normally expected without Title I services. The range of gains is quite wide, from slightly more than .7 of a year gain per year to well over two years' gain per year. The concentration of services is almost exclusively in remediation of language and reading difficulties. There is a significant decrease in supportive services, such as cultural enrichment, health services, and counseling and guidance activities.

Longitudinal programs show substantially greater progress than programs where the children change each year. Gains are seen across the elementary grades equally, as compared to previous results which show a concentration of gains in the primary grades.

Future emphasis should be placed on individual identification of students and concentration of services on the identified children to avoid dilution of the effectiveness of the program. The most successful projects had an average expenditure of more than $300 per student. Parental involvement in the program, diagnosis of student needs, and small group or tutorial instructional programs appear to be the most promising practices for improvement of basic academic skills.

RURAL SCHOOL DISTRICTS

The rural school districts served areas which were characterized by agricultural and small business development. Sixty rural districts were selected from 38 counties for an analysis of their Title I projects. The average number of children enrolled in Title I activities in the selected districts was about 250, and the average Title I entitlement was $35,000. The number of participants ranged from ten students to 1,838 and the entitlements ranged from $2,500 to $198,150. Generally the rural districts tended to spend more per pupil in their Title I projects in 1967-68 than in 1966-67. The average expenditure in 1967-68 for each student in the sample districts was $179 as compared to $141 per child in 1966-67.

ACTIVITIES

About 76 percent of the rural districts in the sample selected remediation in reading as their primary component. Often the primary components were supplemented by additional components such as guidance and counseling, health education, English as a second language, library services and special tutoring.

This analysis emphasized the results of reading programs because of the high percentage of districts selecting reading as their primary need. About 63 percent of the Title I funds spent in the rural districts were used for reading activities. About 72 percent of the districts in the rural sample employed one or more additional teachers or reading specialists to implement the project, and about 71 percent hired teacher aides to assist the teachers.

FINDINGS

More standardized test results were included in the 1967-68 school year evaluation reports than was submitted for the 1966-67 period. Major emphasis was given to rates of progress in reading as measured by standardized achievement tests.

In addition, the rural school staffs developed considerable more sophistication in developing their locally constructed non-standardized instruments and techniques for evaluating changes in Title I students. Attitude scales, check lists, and questionnaires were developed in some rural districts to help appraise pupil progress. Also information was obtained from anecdotal records, attendance records, library counts, dropout rates, and report cards. A positive change in children's achievement and attitudes was reflected in the latter type of evaluation techniques.

The overall picture of reading achievement in the rural schools from second through twelfth grade indicated a positive change, but it cannot be termed substantial. The change showed constant and positive achievement, but insufficient to overcome the student's disadvantages.

Standardized tests used most frequently to evaluate progress in reading were the Stanford Reading Test, California Achievement Test, Stanford Achievement Test, Gates Reading Survey, Wide Range Achievement Test and the Durrell Analysis of Reading. Pupils' scores on the Stanford Reading Test tended to be lower than was obtained on other reading tests.

On the average, the gains in reading in the elementary grades for ten months of instruction during the 1967-68 school year in the rural schools sampled were: grade two, six months gain; grade three, five months gain; grade five, ten months gain; grade six, eight months gain; and grade eight, twelve months gain.

In a few instances, a rate of gain of more than a year per year of instruction was reported for students in grades nine and ten.

It was reported also that at the elementary school level, the number of pupils whose reading test scores placed them below the 25th percentile score was reduced by eight percent during the school year. At the high school level, some schools reported a reduction of 27 percent of the number of students whose reading test scores had placed them in that category.

Test results were also compared by types of school district organization. The data were obtained from union elementary school districts, union high school districts, unified school districts, and unified county school districts. In most instances, the largest and most widespread gains were manifested in the unified school districts.

A distribution of funds and personnel made by rural school districts in endeavors related to the operation of remedial reading programs is shown in Table 10.

TABLE 10

DISTRIBUTION OF PERCENTAGE OF FUNDS AND PERSONNEL ALLOCATED FOR PRIMARY COMPONENTS IN REMEDIAL READING IN RURAL SCHOOLS

Distribution of Funds and Personnel	Percentage of Funds and Numbers of Personnel	
	Percent of Funds	Numbers of Personnel
Percentage of ESEA Title I grant to district used for reading remediation	60	-
Percent of Title I students that received remediation	64	-
Percent of districts adding teachers and/or reading specialists for program	72	-
Percent of districts hiring teacher aides	71	-
Percent of districts reporting on inservice	75	-
Percent of ESEA Title I grant used for inservice	3.3	-
Average number of aides hired per district with Title I funds	-	5
Average number of credentialed teachers hired per district with Title I funds	-	3
Average number of school personnel reported by district assisting in Title I projects	-	11
Average additional personnel employed for Title I on whole or part-time basis, but not teachers or aides	-	2
Community personnel reported involved in some aspect of Title I programs	-	8
Average number of volunteers helping directly with project	-	2

REMEDIAL READING

Improvement of reading achievement by disadvantaged students continued to be the major thrust of Title I projects. Districts used many instructional and organizational systems for reading instruction. One of these was remedial reading, which was the primary component of 41 percent of the Title I projects. An additional 22 percent of the projects had reading instruction included in a language or communication skills program serving as a primary component. It is essential to understand the difference between remedial reading and other forms of reading instruction which are not analyzed in this section.

Some districts operated a complete language development program which included instruction in reading skills, oral language and written language. In the language development approach, reading instruction was not isolated from language instruction. Reading instruction and remedial reading in particular were considered only a part of a broad attack on the development of language. Districts using this method regarded remedial reading as only a small part of the total approach to the problem of language development.

In other districts, remedial reading was considered a major part of a developmental reading program. Districts using the developmental approach did not consider the improvement of oral language skills and writing skills as primary objectives of the project. The remedial reading component was organized as a special part of a developmental reading program to provide additional assistance to students who were performing below district reading standards.

There was a basic difference between a language development component which included oral language, written language and reading instruction, and a remedial reading component which used a language experience approach to reading instruction. The language experience approach used oral language and the writing of stories or experiences as a direct means of teaching reading skills. Reading achievement was the primary goal although increased oral language and the ability to write effectively were by-products of this technique.

The following analysis of remedial reading components was based on a representative sample of 62 remedial reading projects. The sample included 33 elementary districts, 9 secondary districts, 17 unified districts and 3 districts with cooperative projects instructing 11,256 remedial reading students. Components which had the achievement of writing skills and oral language as the primary end product of instruction were not included.

CRITERIA FOR SELECTION OF STUDENTS

Students were selected for participation in Title I remedial reading components by local districts. Each district decided independently which grade levels would receive remedial reading instruction and how the students would be selected. Remedial reading components did not involve all the disadvantaged students who had reading problems and needed special attention. Only students with the most severe reading disabilities among the disadvantaged students in the target schools were selected.

The criteria used for placement of disadvantaged students in remedial reading components varied from district to district. The most universal criterion for selection of students in the target schools was reading achievement below the student's grade level assignment. As shown in Table 11, the degree of retardation for a student to be eligible for remedial reading services was not identical from district to district. Fifty-two percent of the districts accepted students in grades 1-3 who were identified at least one year below grade level standard. In grades 7-12, 58 percent of the districts restricted services to students who were two years or more behind grade level, while 17 percent of the districts restricted services to students who were three years or more behind grade level.

TABLE 11

PERCENTAGE DISTRIBUTION BY DISTRICTS OF THE YEARS OF READING RETARDATION BELOW GRADE LEVEL NECESSARY FOR A STUDENT TO BE ELIGIBLE FOR REMEDIAL READING

Grade Level	Years of Reading Retardation				
	½ Year or More	1 Year or More	2 Years or More	3 Years or More	Not Specified
	Percent of Districts				
1-3	32	52	9	0	7
4-6	2	51	42	0	5
7-12	0	25	58	17	0
All Grade Levels	12	43	35	6	4

In determining eligibility for remedial services, 46 percent of the districts evaluated student progress against student IQ score. Under this criterion, a student with a high IQ score who was reading at or above grade level but below his expected reading level was considered as much in need of remedial services as a student with an average IQ score who was performing a year or more below the grade level standard.

As shown in Table 12, the criteria used for selection of students varied considerably. Reading performance below grade level standard and low income were considered in more than 85 percent of the districts. Seventy-eight percent of the districts considered language backgrounds other than English while 57 percent considered IQ score, and 53 percent considered pupil behavior patterns. In placing students in remedial reading, past school attendance records were used in 35 percent of the districts.

TABLE 12

PERCENTAGE DISTRIBUTION OF DISTRICTS USING EACH CRITERION FOR SELECTION OF REMEDIAL READING STUDENTS IN THE TARGET SCHOOLS

Grade Level	Performance Below Grade Level Stand.	IQ	Pupil Behavior	Attendance	Low Income	Language Backgrounds Other than English
	Percent of Districts					
1-3	86.0	57.8	54.5	37.9	89.1	82.8
4-6	82.0	62.8	57.5	39.2	91.8	83.3
7-12	88.0	51.5	48.2	26.0	81.2	67.7
All Grade Levels	85.0	57.5	53.6	35.0	87.7	78.4

As shown in Table 13, districts which considered student IQ scores in selecting remedial reading participants varied as to the minimum score or range of scores required. Some districts included students with above average IQ scores, while others excluded students with above average scores.

TABLE 13

PERCENTAGE DISTRIBUTION OF DISTRICTS UTILIZING AN IQ SCORE REQUIREMENT FOR SELECTION OF STUDENTS FOR REMEDIAL READING

Grade Level	Limited IQ Score					Minimum IQ Score					No Limit on IQ Score
	70-90	75-90	90-110	85-120	85-125	60	70	80	85	90	
	Percent of Districts					Percent of Districts					
1-3	5	5	9	0	4	5	5	5	19	24	19
4-6	5	5	0	3	4	0	5	17	17	31	13
7-12	12	0	0	6	0	0	0	23	17	35	7

FACTORS RELATED TO PERSONNEL IDENTIFIED AS READING SPECIALISTS

The background of remedial reading specialists in the target schools was analyzed to determine their years of experience as reading specialists. As shown in Table 14, 26 percent of the teachers had no previous experience as reading specialists although they may have had some experience teaching reading as a classroom teacher. In grades 4-6, 72 percent of the reading specialists had two years or less of experience as reading specialists. In all grade levels combined, 62 percent of the instructors had two years of experience or less as reading specialists.

Sixty-two percent of the districts using remedial reading specialists reported that they had a systematic inservice training program to improve the specialists' skills in the teaching of reading. There was little difference among grade levels in the intensity of inservice training for reading specialists.

As shown in Table 15, 60 percent of the remedial reading specialists received an average of 20 hours or less of inservice training. The greatest percent of teachers receiving more than 40 hours of training was in grades 1-3.

TABLE 14

PERCENTAGE DISTRIBUTION BY YEARS OF EXPERIENCE OF TEACHERS ASSIGNED TO TARGET SCHOOLS AS READING SPECIALISTS

Grade Level	Years of Experience as Reading Specialists			
	Less than 1 Year	1-2 Years	3-4 Years	More than 4 Years
	Percent of Teachers			
1-3	23	33	23	21
4-6	21	51	18	10
7-12	31	27	29	13
All Grade Levels	26	36	24	14

TABLE 15

PERCENTAGE DISTRIBUTION BY DISTRICTS OF THE AVERAGE NUMBER OF HOURS OF INSERVICE TRAINING FOR REMEDIAL READING SPECIALISTS

Grade Level	Hours of Inservice Training					
	1-10	11-20	21-30	31-40	More than 40	None Reported
	Percent of Districts					
1-3	22	37	10	0	28	3
4-6	27	32	15	8	15	3
7-12	23	35	12	9	18	3
All Grade Levels	25	35	12	5	20	3

Eighty-one percent of the reading specialists in grades 1-12 were female. Eight percent of the specialists in grades 1-3 were male, and 31 percent in grades 7-12 were male.

DIAGNOSTIC SYSTEMS

Most of the remedial reading components included a diagnosis of student learning and/or reading deficiencies. An individual student diagnosis of reading deficiencies was reported in 93 percent of the districts, with little variance by grade level. Ninety-two percent of the districts reported completion of profiles of reading deficiencies. The actual quality and extent of the profile and its use as a guide to instructional progress in remediating a specific deficiency was extremely varied. As shown in Table 16, 42 percent of the districts spent 121 minutes or more in diagnosing individual reading deficiencies, as compared with 25 percent in 1966-67. Forty-four percent of the districts spent 61 to 120 minutes in diagnosing reading deficiencies. Daily or weekly recording of student progress was reported in 48 percent of the districts. Twenty-four percent of the districts recorded student progress annually.

TABLE 16

PERCENTAGE DISTRIBUTION BY DISTRICTS OF THE NUMBER OF MINUTES USED IN DIAGNOSING READING DEFICIENCIES BEFORE OR DURING THE FIRST TWO WEEKS OF INSTRUCTION

Grade Level	Minutes 0-60	61-120	121-180	More than 180
	Percent of Districts			
1-3	24	36	19	21
4-6	9	44	21	26
7-12	8	53	26	13
All Grade Levels	14	44	22	20

READING DEFICIENCIES

The three greatest deficiencies identified by districts as contributing to the lack of reading achievement in grades 1-12 were: (1) word attack skills, (2) limited vocabulary and (3) a negative attitude toward reading. As shown in Table 17, the greatest deficiencies in grades 1-3 were lack of word attack skills, limited oral vocabulary and lack of visual discrimination. A negative attitude toward reading was ranked seventh in the primary grades but second in grades 7-12.

TABLE 17

RANK ORDER OF STUDENT READING DEFICIENCIES IDENTIFIED BY DISTRICT PERSONNEL AS RESTRICTIONS ON READING ACHIEVEMENT

Reading Deficiencies	Gr. 1-3	Gr. 4-6	Gr. 7-12	All Grade Level
Word Attack Skills	1	1	1	1
Vocabulary - Oral	2	5	6	5
Visual Discrimination (Perception)	3	8	7	7
Vocabulary - Written	4	4	4	2
Auditory Discrimination	5	7	8	8
Paragraph Comprehension	6	6	5	6
Student Attitude	7	3	2	3
Work Habits	8	2	3	4
Reading Speed	9	10	10	10
Data Gathering Skills	10	9	9	9

2

TABLE 18

PERCENTAGE DISTRIBUTION OF DISTRICTS USING VARIOUS TYPES OF ORGANIZATIONAL SYSTEMS FOR REMEDIAL READING INSTRUCTION

Organizational Systems	Grade Levels 1-3	4-6	7-12	All Grade Levels
	Percent of Districts			
Self-Contained Classrooms				
Classroom teacher instructs remedial reading students as part of regular reading instruction.	7	6	8	7
Reading specialist assists regular classroom teacher but does not directly instruct remedial reading students.	4	2	0	2
Reading specialist instructs remedial students in the regular classroom.	17	7	12	12
Cooperative (Team) Teaching Classroom				
Two or more cooperating regular classroom teachers exchange students. One of the cooperating teachers specializes in remedial reading instruction.	4	4	8	5
Remedial reading specialist instructs remedial students during regular reading in one of the cooperating teachers' classrooms.	9	4	4	5
Special Classrooms for Remedial Reading Specialists				
A remedial reading specialist instructs students in specialized classrooms. Pupils are sent from the regular classroom to the remedial reading specialist.	50	66	64	61
A team of remedial reading specialists instructs students in a specialized classroom. Pupils are sent from the regular classroom to the remedial reading specialists.	9	11	4	8

ORGANIZATIONAL SYSTEMS

As shown in Table 18, 61 percent of the districts sent students from the regular classroom to reading specialists in a separate room for limited periods of time. The room usually contained specialized equipment and materials not generally available in the regular classroom. In grades 4-6, 11 percent of the districts reported using a team of reading specialists to instruct students. Other types of organizational systems were used by only a small percentage of the districts.

Fifty-four percent of the districts had remedial reading instruction with small groups of five to nine students at all grade levels. However, larger class sizes were evident in grades 7-12 than in 1-3, as seen in Table 19.

TABLE 19

PERCENTAGE DISTRIBUTION BY DISTRICTS
OF THE TEACHER-PUPIL RATIO USED
FOR REMEDIAL READING INSTRUCTION

Grade Level	Number of Students Per Reading Specialist							
	1	2-4	5-9	10-14	15-19	20-24	25-29	Over 29
	Percent of Districts							
1-3	5	23	66	2	0	2	0	2
4-6	5	24	52	15	0	0	2	2
7-12	3	8	43	33	10	0	3	0
All Grade Levels	4	18	54	16	3	1	2	2

Sixty-two percent of the students in grades 1-6 received regular classroom reading instruction in addition to remedial reading instruction. In all grade levels combined, remedial reading was the only formal reading instruction for 21 percent of the students.

Sixty-three percent of the districts provided remedial reading instruction daily as shown in Table 20. Sixteen percent of the districts reported instruction was offered four days a week while 15 percent reported instruction was offered two or three days a week. The total number of hours of instruction per year varied considerably depending on the frequency of instruction. In addition, some districts reported using block-time schedules, where a traveling remedial reading specialist provided instruction at a target school for nine weeks and then provided instruction at another target school for nine weeks.

TABLE 20

PERCENTAGE DISTRIBUTION BY DISTRICTS OF THE FREQUENCY OF REMEDIAL READING INSTRUCTION

Grade Level	Daily 1 Group	Daily Staggered AM	Daily Staggered PM	4 Days a Week	3 Days a Week	2 Days a Week	Weekly
	Percent of Districts						
1-3	59	0	7	20	5	9	0
4-6	59	0	5	18	7	11	0
7-12	73	3	3	8	5	8	0
All Grade Levels	63	1	5	16	5	10	0

Students receiving remedial reading instruction in 1967-68 averaged a smaller amount of instructional time in both minutes per day and days per year than in 1966-67. As shown in Table 21, there was a greater range in the amount of time and the total number of days of instruction than was reported for 1966-67. Students in grades 7-12 received a longer period of instruction but over a fewer number of days than elementary students. Late funding did not allow districts with small resources to begin instruction until Title I monies were allocated. Other districts had problems in obtaining qualified specialists.

As previously stated, 62 percent of the districts reported that students received regular reading instruction in addition to remedial reading. Students in these districts averaged 47 minutes per day and 165 days per year of regular reading instruction in addition to remedial reading instruction, as indicated by Table 22.

TABLE 21

AVERAGE AMOUNT OF TIME ALLOCATED PER STUDENT FOR REMEDIAL READING INSTRUCTION

Grade Level	Minutes				Days			
	Average Number Per Day		Range		Average Number Per School Year		Range	
	'66-67	'67-68	'66-67	'67-68	'66-67	'67-68	'66-67	'67-68
1-3	37	35	25-55	15-60	156	146	115-175	30-179
4-6	45	40	30-50	15-60	148	140	70-175	20-177
7-12	48	43	20-85	15-60	146	131	70-175	20-176
All Grade Levels	43*	39*	20-85	15-60	150*	140*	70-175	20-179

*Weighted average

TABLE 22

AVERAGE AMOUNT OF TIME ALLOCATED PER STUDENT FOR REGULAR READING INSTRUCTION IN ADDITION TO REMEDIAL READING

Grade Level	Minutes		Days	
	Average Number Per Day	Range	Average Number Per School Year	Range
1-3	50	10-90	167	70-180
4-6	45	20-60	167	70-180
7-12	46	30-60	155	40-178
All Grade Levels	47*	10-90	165*	40-180

*Weighted average

Fifty-four percent of the districts reported using aides to assist the remedial reading specialists or the classroom teachers during remedial reading instruction. Remedial reading instruction was confined to the regular school year in 74 percent of the districts. Twenty-six percent of the districts reported remedial reading instruction was continued into the summer. Districts which conducted remedial reading only in a summer project were not analyzed.

Twenty-three percent of the districts provided regularly scheduled weekly meetings between the reading specialist and the regular classroom teacher, the English teacher or the counselor to discuss the progress of the student in the remedial reading component. Remedial reading teachers in 65 percent of the districts met regularly to discuss the progress of the component, as distinguished from progress of individual students.

COST

As shown in Table 23, the districts spent an average of $199 per student from Title I funds for remedial reading. Forty-seven percent of the districts reported that Title I funds were insufficient to finance the complete cost of providing remedial reading instruction for disadvantaged students in the target area schools. These districts contributed an average of $130 per student from district funds to supplement the Title I funds. The weighted average of expenditures from both Title I and district funds for remedial reading instruction in the target schools was $260 per student. Districts without sufficient local funds to supplement their Title I appropriation had difficulty in maintaining an adequate instructional program.

TABLE 23

AVERAGE EXPENDITURE PER PUPIL FOR THE TITLE I REMEDIAL READING COMPONENT FROM TITLE I FUNDS AND DISTRICT FUNDS

Grade Level	Title I Funds	District Funds**	Total Expenditure Title I & District Funds*
1-3	$ 184	$ 213	$ 308
4-6	245	151	292
7-12	175	41	195
All Grade Levels	$ 199	$ 130	$ 260

*Weighted average

**Only 47 percent of the components used District Funds

It is shown in Table 24 that the cost per pupil hour from Title I funds averaged $2.74, while the total average from both Title I funds and district funds was $3.47. The cost per pupil hour was greater in grades 1-3 than in grades 7-12.

TABLE 24

AVERAGE EXPENDITURE PER PUPIL HOUR FOR THE TITLE I
REMEDIAL READING COMPONENT
FROM TITLE I FUNDS AND DISTRICT FUNDS

Grade Level	Title I Funds	District Funds**	Total Expenditure Title I & District Funds*
1-3	$ 3.10	$ 2.53	$ 4.45
4-6	2.80	1.43	3.40
7-12	2.26	.73	2.47
All Grade Levels	$ 2.74	$ 1.74	$ 3.47

*Weighted average
**Only 47 percent of the components used District Funds

STUDENT GAINS

Districts were given the option of selecting the most appropriate standardized test to evaluate their remedial reading component. Eighteen different standardized tests were selected by districts in the sample, including Stanford Reading, Stanford Diagnostic, California Reading, Gilmore Oral, Gray Oral, Gates Reading, and Wide Range Achievement Tests. Districts evaluated their remedial reading components by determining the rate of gain for each month of instruction as measured by a standardized test. As shown in Table 25, 53 percent of the districts reported a gain of one month or more for each month of instruction.

TABLE 25

PERCENTAGE DISTRIBUTION OF AVERAGE RATE OF GAIN FOR EACH MONTH OF READING INSTRUCTION REPORTED BY DISTRICTS

Grade Level	Less than 1 Month Gain	1 Month Gain or More	2 Months Gain or More
	Percent of Districts		
1-3	27	51	22
4-6	18	59	23
7-12	25	50	25
All Grade Levels	23	53	24

PROBLEM AREAS

The major problem areas identified from the school district reports were:

- The remedial reading teachers instructing disadvantaged students had a minimum level of experience as remedial reading specialists. The pool of expertise available to help the most disadvantaged students improve their reading skills is inadequate. Even though 62 percent of the reading specialists had two years of experience or less, 38 percent of the districts did not conduct an inservice program that was directly related to the improvement of skills in teaching remedial reading. Small districts or districts with small entitlements had the least success in providing the inservice training necessary for the one or two reading specialists employed in the component.

- The criteria for selection of students to be included in remedial reading components and the definition of who is a remedial student needs further clarification and refinement.

- The extensive number of standardized tests used to measure progress in remedial reading allows districts to evaluate their own progress but limits the comparison of the effectiveness of projects between districts.

- The diagnosis of reading deficiencies and the systems used for recording progress in the remediation of deficiencies for disadvantaged students needs to be improved.

- The extreme variability among districts in the number of days of instruction, the amount of time allocated for instruction, and the participation by the student in regular reading instruction in addition to remedial reading instruction are factors which must be carefully identified in order to determine the effectiveness of a component in terms of student gain and the cost of instruction.

- The costs reported by the school districts for remedial reading instruction are largely estimated costs. Budgets are kept by project rather than by components.

COMPARISON OF REMEDIAL READING COMPONENTS

A comparison of eight districts reporting the highest rate of gain with eight districts reporting the lowest rate of gain isolated the following characteristics:

Characteristics of the Least Promising Components

- The majority of remedial teachers had less than one year's experience as a remedial reading specialist.

- The remedial reading specialist and the classroom teacher or counselor did not communicate regularly about individual student progress in remediating reading deficiencies.

- Profiles of student progress in remediating deficiencies were not systematically maintained or completed at the close of the project.

- The amount of time spent in diagnosing reading and/or learning deficiencies was one hour or less.

Characteristics of the Most Promising Components

- The reading teachers had an average of two years or more of experience as reading specialists.

- The criteria used for selection of students did not exclude students with above average intelligence.

- Student progress in remediating deficiencies were systematically diagnosed and recorded daily or weekly.

- The organizational system used specially trained reading specialists rather than regular classroom teachers. The students in grades 1-6 received remedial reading instruction in addition to regular classroom instruction.

- The reading specialist met in regularly scheduled meetings with the students' classroom teacher, English teacher or counselor at least every two weeks to discuss individual student progress.

- The average cost per pupil hour of instruction was 50 percent higher than that of the least promising components.

INSERVICE TRAINING

Local school districts were using a majority of their Title I funds to purchase the services of additional personnel to improve the achievement of disadvantaged students. The inservice training of project personnel has continued to be an important factor in improving the quality of Title I projects. There were 20,826 persons involved in this endeavor. Formal inservice training was conducted in 80.2 percent of the projects. The majority of districts not reporting formal inservice were small districts with very small entitlements.

In a sample of 51 districts, the evaluation of their 1967-68 inservice activities has resulted in specific recommendations for changes in 77 percent of the 1968-69 projects. The recommendations suggested changes in the basic objectives of inservice or in the organizational systems used for inservice training. The changes most frequently recommended were:

- Inservice training should be more concentrated on personnel directly involved with children in the project.
- Inservice activities should be diversified into subgroups to improve the skills of all types of personnel participating in the project.
- Training in new instructional skills should be directly related to specific academic areas included in the project.
- Inservice training should emphasize the most efficient methods for using teacher aides in the target schools.
- Inservice training should include more contact and visitation by project personnel with persons working with disadvantaged students outside the district.
- Leaders of inservice training should have more individual contact with inservice participants through consultation and discussion during the project year.
- The total amount of time devoted to inservice training should be increased and the inservice activities carried on during the school year.

CHARACTERISTICS OF ACTIVITIES

Types of Activities. As shown in Table 26, there has been a continued increase in the number of districts emphasizing the improvement of instructional skills. Improving skills in the teaching of reading has continued to be the most important skill selected for improvement. There was also an increase in the percentage of districts which concentrated on (1) improving

TABLE 26

COMPARISON OF MAJOR TYPES OF INSERVICE ACTIVITIES 1965-66 - 1967-68

Activity	Percent					
	1965-66		1966-67		1967-68	
	Sub-Tot.	To-tal	Sub-Tot.	To-tal	Sub-Tot.	To-tal
Attitude Change - Non-Student Personnel		45		21		32
Understanding the dimensions of poverty and their effect on children	41		17		22	
Improving intergroup and intercultural understanding	4		4		10	
Improvement of Subject Matter Area Instructional Skills - Teaching Methods		29		37		42
Reading	16		25		30	
Language Development	6		8		4	
English as a Second Language	5		4		6	
Mathematics	2		*		*	
Physical Education	**		**		2	
Improvement of Instructional Skills - Classroom Organization		11		4		12
Grouping students within the self-contained classroom	**		**		2	
Use of visiting certificated specialists to assist the teacher in the classroom	5		*		*	
Use of teacher aides or teacher assistants	4		4		4	
Use of nongraded school organization	**		**		4	
Use of cooperative or team teaching organization for flexible grouping of students	**		**		2	
Other	2		*		*	
Improvement of Skills in Diagnosing Individual Student Educational and Learning Deficiencies		8		17		8
Improvement of Instructional Skills - Equipment Usage		4		9		*
Development of New Curriculum Materials		2		8		*
Improvement of Counseling Skills		1		4		6
TOTAL		100		100		100

*Less than 1%

**Not reported for 1965-67

intergroup and intercultural understanding, and (2) increasing knowledge about the effects of poverty on children. Inservice training in new methods used to group disadvantaged students for instruction increased from four to twelve percent over 1967.

Improvements in the organizational systems used for instruction was emphasized in 12 percent of the districts. Cooperative teaching, team teaching and nongraded school organizational systems were the major objectives in six percent of the districts. A high school district reported using Title I funds to "give our teachers the necessary inservice training to reorient their thinking and teaching techniques." The inservice training resulted in a new organizational system for the 1968-69 project in the high school which involved cooperative teaching and individualized instruction for disadvantaged students.

Participants. Sixty-five percent of the participants in inservice activities were teachers of the disadvantaged. Nine percent of the participants were administrators and supervisors. Nineteen percent of the school personnel receiving inservice training were teacher aides. Non-school personnel receiving inservice training were primarily parents and volunteers participating in the project.

Organizational Systems. As shown in Table 27, the organizational system most frequently used for inservice training continued to be the workshop. However, workshops organized at the district level decreased while workshops at the target school level increased. Individual consultation on specific instructional and organizational problems with project personnel received major emphasis in some projects for the first time. The changes in the organizational systems for inservice training demonstrated an increased concentration of inservice training on personnel directly related to the target schools.

Districts continued to provide inservice training for aides but only four percent considered aide training as the most important activity for inservice training.

Inservice training which emphasized new skills in the use of special equipment and the development of new curriculum materials received less emphasis in 1967-68 than during the first two years of Title I.

In 27 percent of the districts, inservice training meetings were held monthly and in 19 percent of the districts, meetings were held weekly. Personnel participated on the average of 32 hours per year with a range of 20-39 hours. Elementary districts averaged 39 hours per year while unified districts averaged 25 hours per year.

Fifty-five percent of the inservice training activities took place during the regular school year and 32 percent were conducted during the regular school year and summer school. Thirteen percent of the districts restricted inservice training to summer schools.

TABLE 27

TYPES OF ORGANIZATIONAL SYSTEMS USED FOR MAJOR INSERVICE TRAINING ACTIVITIES

Organizational Systems	Percent		
	1965-66	1966-67	1967-68
Workshop at District or Interdistrict Level	41	75	42
Workshop at Individual School Level	12	10	20
Workshop on College Campus	9	5	2
College Course in the School District	11	*	2
School or Classroom Visitation - Within the District	2	5	*
School or Classroom Visitation - Outside the District	8	*	4
Conference Attendance	9	*	6
Demonstration School Observation and/or Participation	2	*	*
Formal Speaker Only	6	5	2
Individual Consultation with School Personnel	**	**	14
Other	**	**	8

*Less than 1%
**Not reported for 1965-67

Cost. In only 48 percent of the districts were inservice training activities for project personnel funded exclusively through Title I. Thirty-three percent of the districts sampled reported supplementing Title I funds with district funds. Nineteen percent of the districts subsidized the Title I project by using district funds for the entire cost of inservice training.

The average cost for each participant was $47.22 per year from district funds and Title I funds. The cost reported for each hour of participation ranged from $.89 to $12.34, with an average cost of $1.48 per hour. Most of the inservice funds were used for consultant services, stipends, and substitute teachers. The lowest cost per participant hour was in unified districts while the highest cost per participant hour was reported by districts with cooperative projects. The cooperative projects served many widely scattered small districts, and transportation costs became a major factor contributing to the rise in per capita expenditure.

PROBLEM AREAS

The major problem areas identified from the school district reports were:

- Small school districts and districts with small entitlements of less than $10,000 usually had neither the funds nor the personnel to provide the quality or variety of inservice education necessary to fully implement or improve the project.
- There is little contact or exchange of information among teachers of disadvantaged students beyond district boundaries.
- The average amount of time allocated and the amount of funds spent on inservice training to implement and improve Title I projects is not adequate. The study has shown that adequate inservice training cannot be financed out of existing Title I funds.
- The training of counselors in special techniques necessary to work with disadvantaged students has only been a minor part of inservice training.

COMPARISON OF INSERVICE TRAINING ACTIVITIES

Although the types and intensity of inservice training activities varied considerably, an analysis of the least promising and the most promising inservice activities identified the following factors:

Major Characteristics of the Least Promising Activities

- The objectives of the inservice training were restricted to developing a change of attitude by the project participants toward the disadvantaged or to improving intergroup and intercultural relations without defining how this information was to be used in terms of new skills or new organizational systems in the target schools.

- Inservice education was confined to one or two general meetings during the year.
- Inservice training consisted of large meetings with minimal time for small group interaction.

Major Characteristics of the Most Promising Activities

- The objectives of the inservice activity clearly stated the changes in instructional skills or in organizational systems that personnel were to use in the project. The skills or organizational systems advocated were directly related to weaknesses identified in the evaluation of last year's project.
- The inservice training consisted of a workshop held at the target school or at the district level.
- The best projects averaged four hours more per participant than the statewide average.
- Inservice training was conducted over a sufficient period of time to allow the participants to try new skills or organizational systems with students in the project. The participants were encouraged to report back their failures and successes with the new skills or organizational systems so that adjustments could be made in the inservice organization.
- The cost of inservice activities averaged $3.31 per participant hour as compared with the statewide average of $1.48 for inservice activities.

TRENDS

There are five major trends which have emerged from the inservice training activities:

- Districts are continuing to use district funds to supplement Title I funds allocated for inservice training.
- Inservice training activities are more concentrated on personnel assigned to the target schools.
- Districts placed more emphasis on training personnel to use new organizational systems and new methods of instruction.
- The organizational systems for inservice training provided more time for small group interaction.

- Inservice training is more directly related to providing personnel with the skills necessary to rectify weaknesses identified in the evaluation of last year's project.

TEACHER AIDES

Once again teachers and administrators gave high praise to the value of non-certificated teacher aides in compensatory education activities. Although there was a slight decrease from the previous year in the number of school districts that reported the use of teacher aides as the primary activity of their Title I program, the total number of aides increased.

The districts continued to vary as to qualifications for teacher aides. In some instances, aides were required to have a high school education or be bilingual, while other districts had no such requirements. There continued to be a tendency among school districts to hire aides from the low-income population in the target areas. A total of 5,590 aides were employed to assist teachers in Title I projects in the public and non-public schools. Except in preschool classes, few school districts used community volunteers in their projects. The number of aides employed for full or less time as compared to the previous year is shown in Table 28.

TABLE 28

NUMBER OF FULL TIME OR PART TIME
TEACHER AIDES EMPLOYED FOR THE
1966-67 and 1967-68 SCHOOL YEAR

Length of Time	1966-67	1967-68
Full Time	1,412	1,708
More Than Half Time	934	1,089
Less Than Half Time	1,928	2,793
Total	4,274	5,590

Assignments for teacher aides continued to vary widely. Aides were used in regular classrooms and in special field such as remedial reading, English as a second language, mathematics, health, physical education, library services, home economics, special laboratories, and in counseling and guidance service. In carrying out these functions, tasks typically assigned to teacher aides were:

- Preparing Materials for Daily Classroom Activities
- Reading Selected Stories and Poems to Children
- Correcting Papers
- Assisting with Clerical Work

- Relating and Telling Stories
- Involving Children in Dramatic Play
- Supervising Children in Library Activities
- Using Flash Cards
- Assisting with Field Trips
- Directing Playground Activities
- Operating Classroom Equipment
- Tutoring Individuals and Small Groups
- Assisting with Cafeteria and Noontime Duties

FINDINGS

From the evaluations reported, it was concluded that administrators, teachers and teacher aides were satisfied with teacher aide programs. Evaluation of teacher aide activities was usually by subjective methods such as teacher observations and comments, questionnaires, and anecdotal records. Typical comments were:

> "In my opinion, the program was eminently successful. I was able to do more for Title I children because I was released from many classroom tasks."
>
> "A Title I child can get help when he needs it without the usual interruptions and without disturbing other members of the class."
>
> "The teacher's time can be used in a more valuable way, such as providing more individual and small group attention."
>
> "School-home communication is enhanced. The community becomes more aware of the schools' goals and aspirations as well as the problems and successes encountered each day with the children."

The elements of a well planned teacher aide component in a compensatory education program can be many and varied. However, an analysis of the teacher aide activities disclosed a common set of characteristics inherent in those programs where the use of these aides enhanced pupil progress.

Characteristics of Promising Practices

- The aides, along with the classroom teachers, received training to familiarize them with the nature and purposes of the compensatory education program.

- The inservice training program was initiated prior to the beginning of the school term and was carried out at scheduled intervals during the school year.
- The duties of the aides were clearly delineated and related directly to the instructional program, with emphasis upon direct assistance to pupils and teachers.
- The teachers were given a voice in the selection of their teaching aides.
- Bilingual aides were used in schools that contained a large number of non-English speaking pupils.

In general, teacher aides made their least impact on pupil achievement when their assigned tasks bore little relationship to specific classroom instructional activities.

SUMMER SCHOOL

The 1968 summer school sessions that utilized ESEA Title I funds range from projects designed exclusively to serve preschool children to occupational counseling for high school seniors. However, a large majority of the projects were designed to serve elementary school pupils. Approximately four percent of the total summer school enrollment consisted of pupils who attended non-public schools during the previous year.

For the most part the programs were an extension of compensatory education endeavors conducted during the regular school year. Heavy emphasis was placed on improvement in the basic skills. Cultural enrichment activities such as outdoor camping, arts, crafts and field trips were more extensive than in the districts' regular school year compensatory education programs. Counseling and guidance activities, including participation by the pupils' parents, also were frequent aspects of the summer session programs. In a few instances the total program was directed to inservice training activities for the instructional staff and teacher aides and assistants.

The distribution of types and frequency of ESEA Title I primary summer school activities is shown in Table 29.

TABLE 29

DISTRIBUTION OF TYPES AND FREQUENCY OF ESEA TITLE I PRIMARY SUMMER SCHOOL ACTIVITIES

Type of Primary Activity	Percent of Primary Activities
Curriculum Programs	57
Guidance and Counseling	13
Inservice Education	8
Preschool	7
Supportive Auxiliary Services	5
Cultural Enrichment	5
School-Community Coordination	3
Study Centers & Tutoring Projects	2

The most promising summer school sessions were those in which the staff had selected a limited number of objectives and concentrated their efforts on them. In addition, heavy emphasis was placed on very small 1:4 or 1:5 teacher-pupil ratio. These small teacher-pupil ratios were also augmented by teacher aides and assistants. In some instances the pupils' parents were a part of the summer school staffs.

Most of the districts utilized standardized achievement tests as part of their evaluation procedures. Although the length of many of the summer sessions was only six weeks, there were many instances of a rate of gain in the basic skills that indicated a higher rate of pupil progress than was evidenced prior to augmentation of the summer instructional program by ESEA Title I funds. School districts where a limited number of objectives were selected and concentrated effort was made to advance toward them reported a rate of gain that was approximately a month's gain per month of instruction. In some instances the summer sessions were two months long. It was in these programs that the greatest gains were usually reported. In some cases, gains averaged two and one half months gain for each month of instruction in such districts.

Several of the districts maintained a summer program for too short a period with non-concentrated efforts on a wide array of objectives. Very little appreciable pupil gain was reported by these districts.

An example of conclusions reached by many of the summer school staffs is typified by the statement made by one of the districts.

> "Summer session offers the educationally disadvantaged student an opportunity to work under less pressure and to receive more individual attention and therefore to have some of his problems diagnosed and worked out more readily than during the regular school year, and to undertake studies he is not able to take during the school year. Change of attitude toward school is noted in some students; there is considerable enthusiasm by students; the half-day session is more acceptable to the student who believes that he does not like school. More opportunity for skill development needed for slow students; also much emphasis needs to be placed upon exploring vocational opportunities."

Another staff reported that:

> "Restless and distractive children seemed more relaxed and were able to concentrate for longer periods. Discipline problems, which were high among these students during the regular school year, were non-existent. Some children who were being retained improved so much that they are now being promoted."

Summer school sessions usually operated with a non-compulsory attendance policy. This factor repeatedly was mentioned as contributing to the successes obtained by some school districts. A schedule more flexible than found in the regular school year, coupled with smaller teacher-pupil ratios and involvement of aides and parents, seemed to be the distinctive qualities of those programs with higher than expected rates of gain. Another major characteristic of the high pupil progress programs was concentration of all available resources on a minimum number of objectives. In short, it was apparent that too many districts diffused and diluted their impact by trying to achieve a multitude of goals with limited funds.

PROGRAMS FOR NEGLECTED AND DELINQUENT YOUTHS IN LOCAL INSTITUTIONS

Forty-nine local institutions operated ESEA Title I programs for neglected and delinquent youths. The programs were maintained in 87 centers or schools. A total of 5,370 youths were served and the statewide allocation for programs to serve neglected and delinquent youths in local institutions totalled $886,478. This represented an average expenditure of $170 per child. The unduplicated count of institutions and children participating in these types of programs is shown in Table 30.

TABLE 30

UNDUPLICATED COUNT OF INSTITUTIONS AND CHILDREN PARTICIPATING IN LOCAL TITLE I NEGLECTED AND DELINQUENT PROGRAMS

Number of Participating School Districts	49
Number of Participating County Offices of Education	22
- - - - - - - - - - - - - - -	
Number of Youths Enrolled in Programs for Neglected Children	1,596
Number of Youths Enrolled in Programs for Delinquent Children	3,774
Total Number of Children Participating in Neglected and Delinquent Programs	5,370

OBJECTIVES AND ACTIVITIES

With one exception, all the programs operated by county offices of education, were intended to serve delinquent youths. Local school districts operated special schools that served neglected children and/or delinquent youths.

The ESEA Title I programs for neglected and delinquent youths enabled local institutions to augment their regular programs in the following categories:

- Remedial Reading Instruction
- Language Skills Programs
- Remedial Mathematics Instruction
- Science Instruction
- Individual Counseling and Guidance
- Individual Tutoring
- Psychological Testing
- Field Trips
- Camping Experiences
- Creative Arts Experiences and Instruction

The categories of activities and their frequency as the primary activity of the local institution projects conducted under Title I in 1967-68 for neglected and delinquent youths are shown in Table 31.

TABLE 31

DISTRIBUTION OF TYPES AND FREQUENCY OF PRIMARY ACTIVITIES FOR NEGLECTED AND DELINQUENT YOUTHS

Type of Primary Activity	Percent of Primary Activities
Curriculum Programs	46
Attitude Development	16
Cultural Enrichment	12
Guidance and Counseling	10
Reduction of Teacher Load	6
Summer School Projects	5
Work Study Programs	3
Study Center Programs	2

MOST PRESSING EDUCATIONAL NEEDS

The five most frequently mentioned educational needs of youths enrolled in programs for the neglected and delinquent were:

- Need to improve classroom performance in reading.
- Need to improve classroom performance in other skill areas.
- Need to improve the children's self-image.
- Need to reduce the rate and severity of disciplinary problems.
- Need to broaden the experience background of the children including work with the youths' families for greater emotional social stability.

FINDINGS

An objective to improve performance as measured by standardized achievement tests was the major endeavor of 65 percent of the projects. All of the local institutions utilized standardized achievement tests to evaluate pupil progress in those projects where this type of activity was the primary effort. The rates of gain ranged from little or no progress to almost two months gain per month of instruction. Some of the projects were conducted for only a few weeks while others extended to the length of a regular school year. The average length of the projects was approximately six months. In those instances where the programs were narrowed to objectives related mainly to improvement in reading and the teacher-student ratio was one to six or less in the remedial reading program, the rate of progress was one month per month of instruction. The rate of gain was two months per month in those projects where aides were used as tutors on a one to one ratio.

In one of the programs, it was determined that the instructional component with initial support of the guidance component was an effective procedure in bringing about positive changes in attitude while basic skills were taught and reinforced in the environment of the juvenile institutions. The court wards selected for participation in the basic skills program represented the lowest 20 percent of the camp population. The youths, upon departure from the juvenile ward, continued to receive support of the guidance component for at least six months. Test data, student-appraisals and statements by the parents attest to the success of this program. In addition the recidivism rate was reduced drastically. An example of the kinds of psychometric data contained in such a program is shown in Table 32.

The value of teacher aides in the instructional program was repeatedly stressed by teachers and administrators. Aides were used in approximately 60 percent of the participating institutions. More than one-half of the institutions utilized the assistance of college students for this service. Many services were provided by the aides, including tutoring. For the most

TABLE 32

EXAMPLES OF READING AND INTELLIGENCE TEST SCORES AT PRE-POST INSTRUCTIONAL INTERVALS AND SIX MONTHS TERMINAL COUNSELING INTERVIEWS

Weeks of Instruction	Grade Placements Reading Tests			I.Q. Scores		
	Pre	Post	Six Months Followup Interval	Pre	Post	Six Months Followup Interval
20	0.5	1.3	2.8	67	77	80
10	0.6	1.6	1.6	88	70	72
22	0.6	1.6	2.7	62	64	64
21	0.7	1.2	2.5	80	90	79
24	0.7	2.5	2.9	78	80	80
20	1.1	2.2	5.7	81	88	90
21	1.1	3.6	4.6	81	85	88
22	1.1	4.0	3.8	110	96	90
27	1.4	2.4	4.2	68	76	82
16	1.4	2.5	4.5	81	86	95
8	1.4	3.2	3.2	68	70	71
13	1.5	1.6	2.1	88	85	87
18	1.6	2.3	2.5	69	66	78
21	1.6	3.3	3.8	71	80	82
28	1.7	2.8	7.1	69	75	79
27	1.7	3.0	2.6	69	76	77
8	1.7	4.6	5.8	76	82	86
27	1.6	2.0	2.5	70	75	79
20	1.6	2.5	2.5	72	81	78
24	1.6	2.7	3.5	73	83	87
19	2.0	3.1	3.6	87	89	89
18	2.2	3.2	4.4	86	84	85
16	2.2	4.3	4.9	82	86	87
10	2.4	4.4	5.6	76	81	89
24	2.5	4.4	3.8	81	79	79
24	2.6	4.6	5.3	78	81	80
11	2.7	2.4	2.6	71	72	74
24	2.8	3.7	4.7	73	80	84
6	2.1	4.2	4.0	77	82	82
16	2.2	4.3	4.3	82	79	85
20	2.5	3.9	4.2	68	66	71
8	2.5	2.8	3.2	68	70	81
21	2.5	2.9	5.4	82	85	87
7	2.5	3.0	3.7	86	83	92
27	2.6	3.5	2.7	62	64	64
13	2.7	2.9	3.2	79	78	82
27	2.8	2.9	2.1	67	69	70

part the youths in the programs for the neglected and delinquent had developed hostile attitudes toward school due to failures in the past. It was found that tutors gave strong assistance to these youths in improving their general achievement level. The types of aides, shown by percentage, is as follows:

COMPOSITION OF TEACHER AIDES

Types of Aides	Percent
College Students	60
Community Volunteers	18
Parents	12
High School Students	10

Following are samples of narrative reports and anecdotal records submitted by local institutions for neglected and delinquent youths. Also included are comments made by parents to counselors during home visitations:

> "The skepticism displayed by some staff people regarding the use of Title I funds at the time of the first application has disappeared. Teachers are now enthusiastic about the existing program and the results being attained, not only in reading, but throughout the entire curriculum.
>
> The boys' attitudes toward school have improved measurably and they are now finding that school is an enjoyable experience where they can find success. As a result, teachers are doing a better job and are concentrating more on individualizing the instruction to meet the needs of the particular boy. Additional equipment, materials and personnel provided by Title I funds have made this possible. Teacher attendance at reading conferences, made possible by this project, has also been very beneficial."
>
> "There has been a considerable reduction in the rate of disciplinary problems in the school program."
>
> "Boys are showing greater interest in school, not only in reading but in the entire academic program."
>
> "Use of teachers aides have made further individualization of instruction possible and has contributed a great deal to the additional success that the boys are having in school."
>
> "In the area of attitudes and behavior, students making early positive changes tended to be involved in fewer disciplinary removals, runaways and 'worked their way out of

camp' faster. Where time and distance permitted the full measure of benefit from the guidance component, fewer dropouts and better school attendance prevailed. Rate of recidivism dropped to practically zero where good community adjustment existed."

"Nobody has really shown any interest in Roger except Mr. ___. He has always been ready to help and he listens to us instead of just telling us what to do. Roger likes Mr.___ because he helps him get along in school better."

"I am sorry to bring all of our family problems to you but that reading program and your consistent interest has changed the lives of our entire family. My kids look forward to your visit and the results of their effectiveness this semester as compared to the past cannot be put into words."

MOST PROMISING PRACTICES

Projects on which neglected and/or delinquent youths showed improvement toward stated objectives had the following characteristics:

- The pupil-teacher ratio during remedial reading instruction was five to one or smaller.
- The reading instruction was supervised and/or conducted by a remedial reading specialist.
- Tutors were utilized whenever possible from college students or community volunteer sources.
- A strong follow-through counseling program was sustained with a youth upon his release from a detention hall.
- The local institution concentrated on only two or three objectives in contrast to a wide and varied assortment of objectives that were characteristic of the programs in which the participants showed little if any improvement.
- The local institution administrator was able to organize, staff, and operate the program for the length of a school year.

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN

The California Plan for the Education of Migrant Children was submitted as the master project for the State of California under Public Law 89-750 for the 1968 fiscal year. Under this one master project, 38 sub-projects were organized to provide services to 28,740 migrant children in 27 counties. The Plan was operated by the California State Department of Education, Division of Compensatory Education, Bureau of Community Services and Migrant Education with the cooperation and assistance of 176 school districts and 27 County Superintendents of Schools.

ACTIVITIES

The California Plan for the Education of Migrant Children provided supplementary educational services to migrant children. The Plan consisted of two major programs:

- Supplemental assistance to school districts and county offices to establish new programs and to strengthen existing educational programs for migrant children.
- Interstate projects to assure continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants.

Supplemental Assistance. Provision was made to serve migrant children in all areas of the state where major impactions of migrants occurred, in proportion to the numbers of migrant children needing these services. The 44 counties in California where migrants are employed were identified and grouped into seven areas. Within each of these areas county superintendents of schools and/or local school districts, which had identified concentrations of migrant children, were encouraged to submit proposals for supplementary educational services to be provided to these children. Thirty-five such proposals were approved and funded, as parts of the California Plan.

Of these 35 proposals, 15 provided supplementary educational services during the regular school term, while seven provided for supplementary summer school programs. Thirteen proposals combined both summer and in-school programs. All programs were limited to the six months or less of highest impaction of migrants in the district or areas served. Each proposal was designed to meet the most pressing unmet needs of migrant children in that area, consistent with the overall State Plan. All programs provided for services to children which were over and above those services provided through district or other funding sources. Since existing resources and programs differed greatly between districts and areas throughout the state, there was a considerable variation among the services funded.

The Migrant Teacher Assistant Mini-Corps program was continued and expanded to provide for training and employment of one-hundred college students as teacher assistants in the summer school programs in five of the State's seven areas.

Within the proposals submitted by local educational agencies were exemplary activities such as the following:

- In 18 flash peak housing centers local educational agencies provided preschool educational programs for three to five year olds for four hours per day, in cooperation with the State Office of Economic Opportunity and the Office of Compensatory Education. The programs consisted of activities which enhanced the academic, psychological, social and physical development of the children.
- Most of the school district programs included oral language development and programs of English as a Second Language as major educational activities. Evaluations of these programs indicate observable language improvement, greater ease in the classroom environment, and increased participation in all areas of instruction on the part of migrant students.
- Nutritional and health activities were a part of most programs. One program developed, with parent cooperation, balanced ethnic diets for the Mexican-American migrants. Another project provided for complete medical examinations for 378 migrant children, and followed up with remedial medical attention, for 108 of those examined.
- Most of the programs included home-school-community liaison services. These usually involved the employment of bilingual aides to enhance communication between migrant parents and the schools. They proved effective in improving relations between migrant parents and the schools and resulted in better attendance on the part of migrant students.
- Small group and individual instruction and tutoring services were reported by several of the participating districts. These activities resulted in improved classroom performance, and self concept, and in heightened classroom participation on the part of migrant students.

Interstate Activities. Two exemplary and innovative interstate activities were the Teacher Institutes for Migrant Education and the Interstate Record Transfer Project.

The Migrant Teacher Institutes provided for an intensive course of instruction in principles, problems and practices of teaching migrant children, for teachers in school districts cooperating in the California Plan for the Education of Migrant Children. The course was offered at five

California State Colleges, and consisted of an on-campus session of three weeks duration, followed by supervised practical experience during the summer program in the cooperating schools, and concluded with a two day critique on the college campuses at the end of the summer.

The course of study was the same in all five institutes and was developed cooperatively by staff members from the five participating colleges, four County Superintendents of Schools and the State Department of Education. The instructional staff at each college was especially chosen, and a common group of consultants were employed for all institutes. A total of 212 teachers, including five from other states, participated in the program.

The Institute sessions and resulting changes in the effectiveness of the teachers were evaluated by the instructors, participating teachers and their school administrators. A significant improvement in attitude and in degree of effectiveness was noted in a majority of the participating teachers.

Another innovation was the development of a computer based Migrant Student School and Health Record Depository and Transfer system. The original design was to develop the system as a part of the California Total Educational Information System. It was quickly recognized that a system for California alone would not truly serve the needs of the thousands of interstate migrant students in California each year. Further, it rapidly became apparent that all other states were interested in the development of a similar system which would have nationwide scope.

As a result of this mutual concern, representatives from 21 states met in Phoenix, Arizona on February 15, 1968, and appointed a committee from eight of the largest migrant states to work on the problem. The California project was adjusted to provide the vehicle through which a nationwide system could be developed. Working throughout the remainder of the year, and with the cooperation of the interstate committee, the project staff developed the specifications for a nationwide depository and transfer system with the capability of being operated either manually or in an automated environment. Both modes may be used simultaneously, allowing any state to participate in the system regardless of migrant population or resources. The project also served as a vehicle for cooperatively developing a new uniform Migrant Student Record Transfer form which will be made available to all states.

INTERRELATIONSHIPS WITH REGULAR TITLE I PROGRAMS

All educational programs operated within the California Plan for the Education of Migrant Children are required to be supplementary to, and to complement all other programs available in the district. Thus, services provided under the migrant program supplement those provided under regular Title I. It should be noted that in many districts, however, most of the migrant children are not eligible to be served by regular Title I programs. The amount of funds allocated to California for regular Title I programs is far too small to meet even the most pressing educational needs of disadvantaged children. In larger school districts, this has resulted in the designation of target areas where the highest concentrations of low income families reside. For the most part, except in smaller rural districts, agricultural workers tend to reside outside of these high concentration target areas and thus are not eligible for regular Title I services. Since many of the most pressing educational needs of migrant children are similar to those of resident disadvantaged children, the larger districts have tended to provide similar services for the two groups through the two funding sources. In smaller districts, however, migrant children are often found among the target population for regular Title I. These districts have been able to include some of the migrant children in the regular Title I program and provide additional services with migrant funds.

Many school districts have been able to utilize some of the same personnel, facilities and equipment for both programs. Costs in these cases are prorated between the two programs. Inservice training for personnel has been made available to those employed in both programs. Teachers and administrators given special training in the Migrant Teacher Institutes have been widely utilized in these inservice programs.

FINDINGS

Objective Data. All schools participating in the California Plan for the Education of Migrant Children attempted to administer at least one standardized achievement test to each migrant child participating in a reading or mathematics activity. This attempt was not entirely successful. The transient nature of the migrant population, together with the discontinuity of programs made it impossible to test all the children. Some of the districts, however, where migrants tend to be more stable over a period of months were able to administer not only one test, but complete a pre-post test cycle. A few were able to identify reasonably comparable groups of resident children with which a comparison of test results could be made.

Many districts attempted to use some kind of objective measurement device to assess the effectiveness of program activities. The tests used most frequently were the California Achievement Test, California Test of Mental Maturity, the Peabody Picture Vocabulary Test, the Durrell Reading Analysis Test, and the Wide-Range Achievement Test.

In reporting on the use of standardized tests, cases were cited that gave information concerning the population treated so that definite conclusions could be made, and which involved a large enough number of students to have significance.

Case #1. This study is taken from the evaluation report of a program in the southern part of the State where a large number of home based migrants were enrolled for several months. One-hundred students in grades 1-6 who were in the program for a period of five months were compared with 100 resident children having many of the same characteristics as the migrant children. It was tentatively concluded that the only difference between the migrant group and the resident group was the fact that the migrant children did not have a significant portion of their in school training at the home base school. The migrant students ranged in achievement test scores from .1 to 1.4 years behind the resident students. A study of median test scores indicated that the migrant children who remained in school through pre and post testing improved to a marked degree. This growth in some instances surpassed that of the resident population. Test scores indicated that the migrant and resident children were working at or near grade level in the primary grades. In the upper grades, the resident students increased in achievement over the migrants. In part this difference may be attributed to situations in which the older children often remained out of school for long periods to work before their return to school.

A comparison of median grade placement scores for 100 migrant and 100 resident pupils is shown in Table 33.

TABLE 33

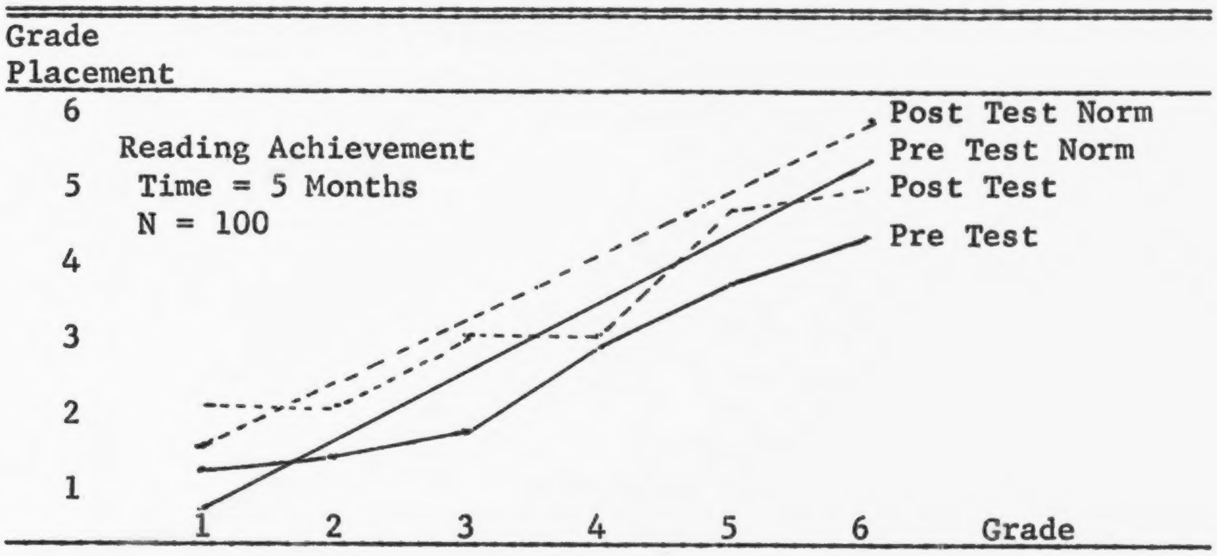
COMPARISON OF MEDIAN GRADE PLACEMENT SCORES IN READING AND MATHEMATICS
100 MIGRANT AND 100 RESIDENT PUPILS: CALIFORNIA ACHIEVEMENT TEST

	Grade Placement				Gain (Months)			
	Migrant		Resident		Reading		Math	
Grade	Reading	Math	Reading	Math	Mig.	Res.	Mig.	Res.
1 Pre	1.3	1.2	1.3	1.2				
Post	1.6	1.9	1.8	2.0	3	5	7	8
2 Pre	1.8	2.0	1.9	2.1				
Post	2.2	2.7	2.5	2.4	4	6	7	3
3 Pre	2.4	3.0	3.1	3.4				
Post	3.2	3.9	3.6	4.1	8	5	9	7
4 Pre	3.5	3.9	3.8	4.4				
Post	3.9	4.4	4.0	4.5	4	2	5	1
5 Pre	4.3	5.2	4.8	5.3				
Post	5.1	5.3	5.4	5.4	8	6	1	1
6 Pre	4.5	5.6	5.2	6.1				
Post	5.5	6.3	5.8	6.5	9	6	7	4

In Figure 2 is shown the mean reading achievement scores as recorded for the pre test and post test as compared with published norms for each grade. It will be noted that both the pre test and the post test for the first grade indicated that the pupils at that time scored above the median scores for that grade level.

FIGURE 2

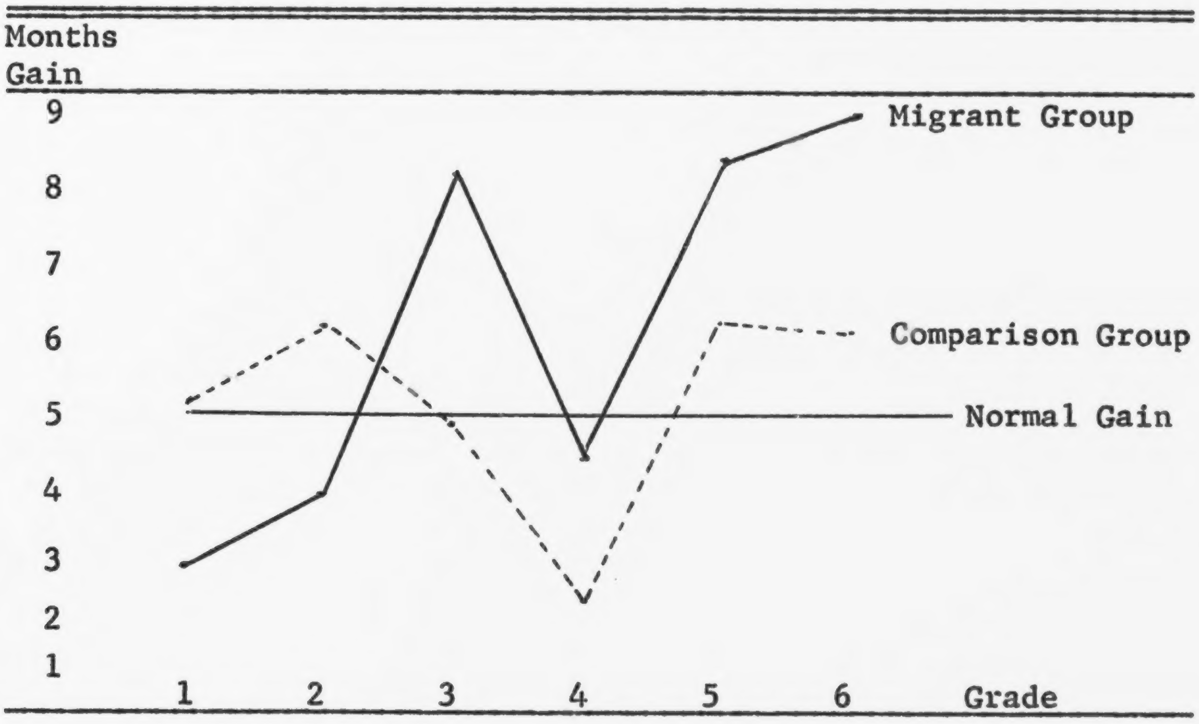
COMPARISON OF READING ACHIEVEMENT SCORES FOR 100 MIGRANT STUDENTS WITH PUBLISHED NORMS: CALIFORNIA ACHIEVEMENT TEST



In Figure 3 gains recorded for the migrant group is compared with the gains made by the comparison group, which was composed of an equal number of resident children with approximately the same learning difficulties as the migrant group. It is indicated that in reading, the migrant children in grades 3, 4, 5, and 6, made greater gains than the comparison group of resident children.

FIGURE 3

COMPARISON OF GAIN IN SCORES ON THE CALIFORNIA READING TEST OF MIGRANT AND RESIDENT CHILDREN



These same children were also measured on the California Achievement test in arithmetic. The pre and post test results shown in Figure 4 indicates that these children perform at or above national norms in mathematics as compared to their below normal position in reading. The fourth and sixth grades were the only groups who functioned below the test publisher's norms.

FIGURE 4

COMPARISON OF MATHEMATICS ACHIEVEMENT SCORES FOR 100 MIGRANT STUDENTS WITH PUBLISHED NORMS: CALIFORNIA ACHIEVEMENT TEST

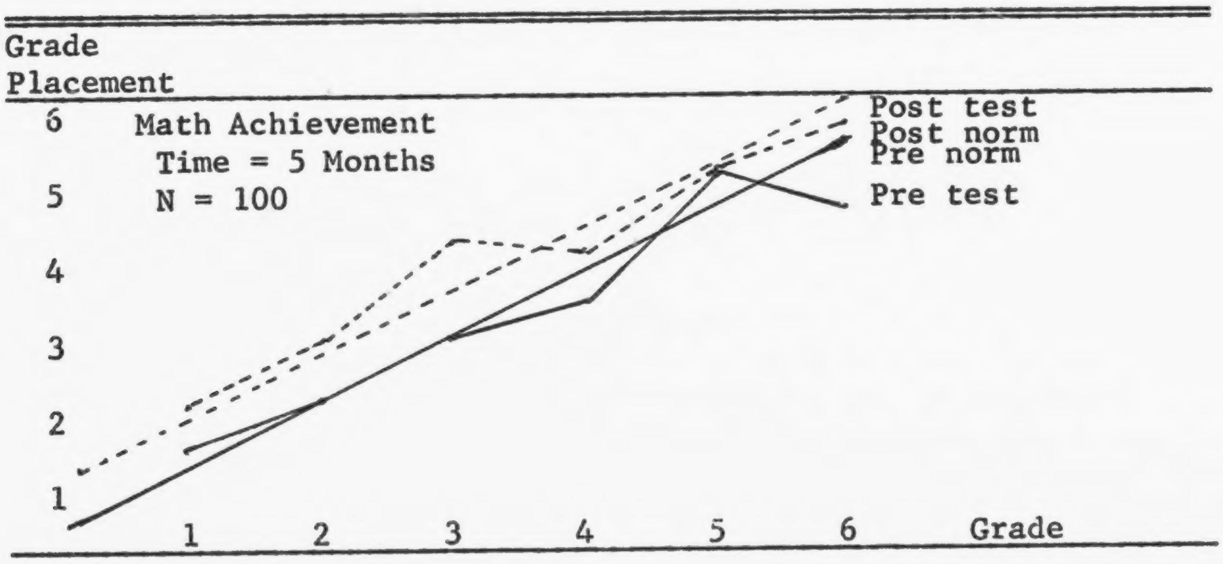
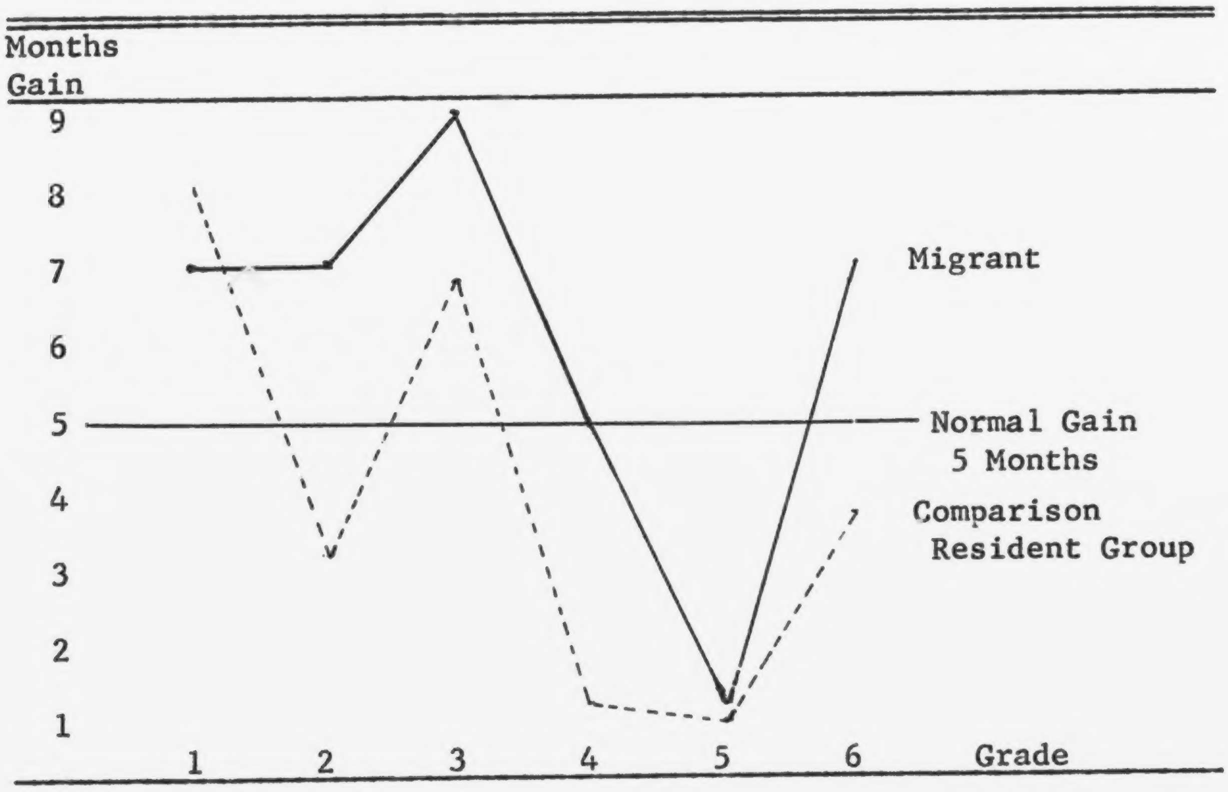


FIGURE 5

COMPARISON OF GAIN IN SCORES ON THE CALIFORNIA ARITHMETIC TEST OF MIGRANT AND RESIDENT CHILDREN



In Figure 5 a comparison of gains in arithmetic scores between the migrant and the resident children indicates that only at the first grade level did the resident children gain more than the migrant children. In the second, third, fourth and sixth grades, migrant children made greater gains than did the comparison group of resident children.

Case #2. Twenty-four children were used as a comparison group and were compared to 24 children who received extra reading help from two teaching aides. Originally there were 35 to 40 children in this latter group. Because of the mobility of the migrant children and the difficulty of obtaining a comparison group of similar size, groups of 24 were chosen. Both groups were administered the Wide-Range Reading Achievement Test and the Peabody Picture Vocabulary Test in November 1967 and retested at the end of March, 1968. The tests were used to measure both reading achievement and growth in the understanding of English. The total period of time for any of these children in the program was four months.

On the Peabody Picture Vocabulary Test, the raw scores of the 24 migrant children improved 5.4 points on the post test. The 24 resident children achieved a mean gain on the post test of 4.6 raw score points. On the Wide-Range Achievement Test, the scores of the migrant students showed a mean gain of eight months. Those of the resident students showed a mean gain of four months.

The improvement in test scores of the migrant students was greater on both tests that that of the residents. This difference was attributed by the evaluators to the special help provided to migrant students.

The mobility of the migrant population, plus the inadequate identification of migrant children made it difficult to interpret the data presented. There was almost complete agreement among the evaluation reports that the use of standardized tests with the migrant population is highly questionable. This is particularly true of the group tests traditionally used in schools. The school districts cited the difficulty of finding tests suitable for use with these children and the high degree of mobility among the migrants. However, since there were some areas where adequate reporting was done, the deficiencies might have been due to the strategies used by school personnel in evaluating the programs. Only a few districts included school psychological services in their proposals, and there was little evidence that these services were utilized in the evaluation process. In some districts there appeared to be a reluctance to recognize that differences between migrant children and other disadvantaged children require that the migrant children be provided a program different from that provided for Title I children in general. The greatest difficulties encountered in interpreting data submitted by schools were caused by the schools' failure to furnish adequate information about the population treated, the numbers of children treated, and the duration of the treatment period; to indicate whether or not the same individuals were given both pre and post tests; and to record the data from other districts on forms that allow comparisons.

Subjective Data. School districts also used a variety of techniques in gathering subjective data concerning the effectiveness of their programs. They employed aides to interview parents and community residents and obtained information from questionnaires, opinionnaires, anecdotal records and rating scales. They utilized the written reports of teachers, aides, nurses, and other project personnel to gain insights into changes in attitudes and behavior of parents and children.

Teachers who participated in the Migrant Teacher Institutes were asked to rate the growth and improvement of children with whom they worked during the summer program. A summarization of their responses in rating 352 children on 13 variables is shown in Table 34.

TABLE 34

COMPOSITE TEACHER RATINGS OF PUPIL GROWTH AND IMPROVEMENT

	Much Growth	Some Growth	No Observable Change	Regression	Insufficient Data to Comment
1. Feeling of Self Worth	89	164	87	3	9
2. General Health	24	183	81	2	62
3. General Appearance	32	93	165	2	60
4. Initiative (willingness to try)	174	76	97	5	0
5. Classroom Participation	124	143	77	8	0
6. Enthusiasm and Interest	116	147	83	6	0
7. Interpersonal Relations	87	165	96	4	0
8. Facility in English Usage	46	132	174	0	0
9. Home and School Communications	39	147	102	1	63
10. Attendance	21	82	247	2	0
11. Auditory Discrimination	48	115	114	3	72
12. Visual Discrimination	52	102	130	2	66
13. Extended Day Activities	83	77	165	0	27

The subjective data provided evidence that most program activities have been highly successful in meeting the objectives of the program. Migrant children were given assistance in overcoming their educational handicaps as a result of these activities. The children improved in their classroom performance, general attitude toward school, regularity of attendance, and general behavior. Positive steps were taken to improve their general health, nutritional status and their morale, self concepts, and peer relationships.

Migrant parents expressed their satisfaction with the program. Their interest in their child's education and their participation in school and community activities improved.

Expansion of Services. Services offered to migrant children during the 1968 fiscal year were essentially those which had been offered during the previous year. With additional funds services were expanded to include many more school districts, and served many more migrant children than were served in the previous year. Last year, 5412 migrant children attended summer programs. During the summer of 1968 this increased to 14,722 children. An approach which has proved particularly effective has been the insistence that summer programs for migrant children be fully integrated with a regular State and district supported summer school program for resident students. The effects of this insistence have been a complete integration of migrant children with resident children during the summer programs, a substantial increase in the degree of the districts' participation in the programs, and an increase in the number of rural summer programs offered in the State.

Preschool programs for children 3 to 5 years of age were greatly expanded and served 2,020 children in fiscal 1968. These programs are authorized under California law, and have been provided for resident children for several years. The program was expanded to include migrant children who were residents in flash peak housing centers during the summer of 1968. Although test data on this age group were unavailable, the judgments of teachers, administrators and other project personnel were that the intellectual and social development of participating children were greatly enhanced by the programs and their readiness for entrance into kindergarten programs is much greater than without the programs.

Most Effective Activities. For children in preschool through grade 3, language development, health and nutrition services, cultural enrichment, home-school-community liaison services, and individualized instruction, appear to have been the most effective activities.

In grades four through six, language development, English as a Second Language, home-school liaison activities, health and nutrition services and cultural enrichment activities seemed most effective.

In grades seven through twelve, language development, cultural enrichment, activities to provide for individual instruction including study centers, tutoring services, health and nutrition services and recreation activities were judged most effective.

Classroom Procedures. Evaluation of the activities and services for migrant children showed that the most effective procedures in improving the achievement, behavior and self concepts of migrant children were those which made possible a high degree of individualized attention and interaction between the migrant student and a sympathetic and knowledgeable adult. Specialist teachers, teacher assistants and teacher aides were used to reduce the ratio of students to adults and to provide small group and individual instruction.

As the California Plan has as a major objective the full integration of migrant children into the mainstream of American life all migrant students were enrolled in regular classes with resident students and in regular district schools. Children who needed specialized instruction in English as a second language, special language development programs, speech therapy and the like, were placed in special classrooms for short periods of instruction by specialist teachers and aides. For the greater part of each day the children received instruction in a completely integrated classroom. Summer programs included cultural enrichment and recreational activities designed to bring about full participation with the resident population in community activities.

COMMUNITY INVOLVEMENT

A major effort of the migrant education program in California has been centered on bringing about maximum feasible involvement of the total community in the program. One thrust within this effort has been the development of school district advisory committees to assist in the identification of needs, planning programs to meet those needs, and the evaluation of the effectiveness of these programs in meeting those needs. In districts participating in the program, migrant parents are required to be included on, and participate in the deliberations of, these advisory committees.

Another thrust has been the provision of personnel to provide liaison between the school and migrant families in order to improve communication. Parents of migrant children, and other migrant family members have been a major source of these aides. Migrant parents have also been used as teacher aides, and have been employed in other positions in the schools as para professionals. Schools participating in the Plan provided fiestas, dinners and many other activities to which migrant parents received special invitations, and in which they participated extensively.

The result of these efforts to involve migrant parents in the program heightened interest in the schools, the development of better attitudes on the part of both parents and children regarding the schools and improved attendance of migrant children.

In many areas, involvement of the total community produced an increased concern for the problems and conditions facing migrant families, and a greater understanding and acceptance of this group, by the resident population.

There is evidence that many migrants in California are staying longer in communities where good programs have improved conditions for them. As a result children remain in school for longer periods and attend fewer schools, which greatly improves the continuity of their education.

PROBLEM AREAS

The greatest problems encountered by the State Department of Education in implementing the Title I migrant program continue to be those related to funding. Although some progress has been made, there is still uncertainty concerning the amount of funds which will be available for the implementation of programs. There is still insufficient time after funding is assured to allow for adequate planning and staffing of projects. The amount of funds is still inadequate to meet any but the most pressing educational needs of some of the migrant children in California. Programs have necessarily been limited to areas of highest concentration of migrants and to peak impaction periods. Thus only some of the eligible children receive services for only a part of the year. Consideration should be given to provision of funds for programs for children younger than five years of age. These problems cannot be solved at the local or state level but require Federal action.

Identification of Migrants. Another major problem is the identification of migrants. California's position in this regard appears to be unique among the states, and is amplified by the variety in definitions of migrancy which are used by the various agencies concerned with migrants in this state. Approximately 60 percent of California's migrants are home based in the State. These people work in seasonal agricultural work, moving from place to place within the State. They also tend to be crop specialists, and do not follow regular paths in their migrations. Many do not migrate continuously, but only intermittently depending on crop, weather and seasonal variations. It, then, becomes most difficult to distinguish many migrants, whose children are eligible for assistance under Title I migrant education programs, from seasonal agricultural workers, whose children are not eligible. Even the needs of these children for educational services are indistinguishable. The amendment of the law to provide for continuing eligibility for five years only further compounds the issue, since most seasonal agricultural workers move at least occasionally, and their inclusion in the program would soon dilute the funds available to the point that no programs would be effective. The State Department of Education is instituting surveys in all areas of the State to identify migrant children. There is a great need for a Federal definition of migrancy which can be uniformly applied.

Lack of Planning Time. The State Department of Education needs more lead time for planning all aspects of the migrant education program. Guidelines for sub-project applications and formats for statistical and evaluation data must be made available to states well in advance of the beginning of the fiscal year.

Attitudes Toward Categorical Aid. Categorical aid which provides special services to some children which are over and above those provided for others is a concept which is not universally accepted by educators. The idea of "equal education for all" has not, in all cases, been refined to include the concept of services according to individual need. This has required vigilance to assure that funds are spent and programs are implemented for the purposes for which they are intended. In order to deal with this problem more effectively, the California program has been reorganized for the current fiscal year. The State Department of Education no longer permits individual school districts to submit project proposals under the California Plan for the Education of Migrant Children. Instead, countywide or multi-county regional segments of the statewide project have been organized, with individual schools contracting for services for migrant students with the region by means of service agreements. It is anticipated that this regional organization will facilitate the supervision of project implementation at all stages, and improve program planning, implementation and evaluation to the end that the special educational needs of migrant children will be better served.

Some communities still prefer to ignore or even deny that migrants are present and need special help. Through the regional organization, it will be possible to initiate surveys to identify migrants and their needs in these communities and to initiate programs of education to meet their needs.

APPENDIX
EXAMPLES OF STUDENT ACHIEVEMENT GAINS

Following are selected examples of projects or components of projects which resulted in substantial student achievement gains.

BASSETT UNIFIED SCHOOL DISTRICT

Students were organized into groups of up to eight for individualized instruction by a special reading teacher for up to 50 minutes daily. The program used a broad language-experience approach to reading, so that children were aided in relating their personal experience and oral language to the reading process. Group experiences included reading and discussion of factual material, listening to and talking about stories and poems, visits from resource persons within the community, recording original stories on tape, making storybooks, sharing original stories and books with other classes, and dramatics. The project also provided health services, child welfare and attendance services, and counseling. A total of 235 students in grades 4, 5, 6, 10, 11 and 12 participated in the project.

Results. Test results from the Gilmore Oral Reading Test in accuracy and comprehension were reported for the fourth, fifth and sixth graders. In reading accuracy, the mean gain was 1.7 years for fourth graders, 1.1 years for fifth graders and 1.7 years for sixth graders. In reading comprehension, the mean gain was 1.4 years for fourth graders, 1.7 years for fifth graders and 2.7 years for sixth graders.

At the high school level, results from the California Achievement Tests were reported by percentile scores. The Title I students' mean score increased from the 34th percentile to the 40th percentile in reading vocabulary, and from the 24th percentile to the 38th percentile in reading comprehension.

BELLFLOWER UNIFIED SCHOOL DISTRICT

The project focused on improvement of reading skills for 309 students in three elementary schools, one junior high school and one high school. In the elementary schools, one reading specialist was added to the staff of each school. The specialists met with groups of eight or less students for one hour per day, four days a week, providing individualized instruction. A reading center was also established in each elementary school with diversified materials and media.

At the secondary level, a full-time remedial reading teacher conducted classes in developmental English. Enrollment in each class was limited to 15 students who met daily in a reading laboratory. The project also provided additional psychological services and treatment of health problems in the target area schools.

Results. In the elementary schools, the average gain in reading level was 1.9 years on the Gilmore Oral Reading Test. Previously the students in the program had not averaged a year's progress in a year's time.

At the secondary level, junior high school students averaged 1.3 years gain, while the high school students averaged 2.1 years gain. Heretofore none of the students had made a year's gain in a school year.

CENTRALIA ELEMENTARY SCHOOL DISTRICT

In grades four, five and six a Learning Laboratory was established for children with persistent learning problems. The children met with a specially-trained teacher in small groups of three-six for about one hour daily. A wide variety of techniques and media were used in tailoring instruction to each child's individual needs. The project served 33 students.

Results. Achievement on the Stanford Reading Test averaged about a year and one half during the school year. Median growth in total reading was one year in grade four and 1.8 years in grades five and six. The students also made substantial improvement in language, spelling and arithmetic, as measured by the Stanford Achievement Test.

EL MONTE ELEMENTARY SCHOOL DISTRICT

The project served 895 students and centered on improving communication skills in reading, oral and written language and listening. Diagnosis of the students' individual learning problems included health examinations and hearing and vision screening. An extensive community relations program was also included in the project.

Results. Results were reported for children in grades one, four, five and six. First graders improved their scores on the Metropolitan Readiness Test from an average percentile rank of 13 on the pre test to 51 on the post test. The gain represents a change from "low normal, likely to have difficulty in first grade work" to "average, likely to succeed in first grade work." Fourth, fifth and sixth graders had an average gain in reading comprehension of 1.5 years as measured by the Gilmore Oral Reading Test.

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Remedial reading and reading center programs served children in grades two through eight. Reading specialists, counselors, teacher aides and clerical help augmented the staffs of the target area schools. A team approach to diagnosing the students' learning difficulties and developing a plan of remediation was emphasized. Cultural enrichment programs, including assemblies featuring community organizations and field trips, were conducted throughout the year.

Results. Reading growth averaged more than one year at every grade level, measured by the Gilmore Oral Reading Test. The greatest growth was at the seventh and eighth grades, where the median grade placement changed from 4.9 at the beginning of the school year to 7.3 at the end of the school year.

LANCASTER ELEMENTARY SCHOOL DISTRICT

Individualized instruction was provided for 379 children in grades two through six. Special reading teachers worked with the students in small groups of seven or eight students. Each group participated for 45 minutes daily. The language-experience approach was used so the children could relate their personal experiences to the process of reading.

Results. The students were tested at the beginning and end of the school year with the California Achievement Test in reading and the Gilmore Oral Reading Test. About 60 percent of the students made progress of one grade level or more in reading comprehension on the California Achievement Test. At the end of the school year, 45 percent of the students scored above the 25th percentile, as compared to eight percent at the beginning of the year. About 40 percent of the students made gains of two grade levels or more in comprehension and accuracy on the Gilmore Oral Reading Test.

LASSEN COUNTY COOPERATIVE

This was a cooperative project operated by the Lassen County Superintendent of Schools Office for 13 children in five rural school districts: Janesville, Richmond, Johnstonville, Long Valley and Shaffer. A consultant worked with the classroom teachers in administering diagnostic tests, analyzing student weaknesses and correcting learning deficiencies. Ten of the students served were in the third grade and three were in the second grade.

Results. The third graders entered the school year reading at the 2.1 grade level on the Stanford Reading Test. At the end of the school year they tested at the 3.6 grade level, an improvement of 1.5 years. The second graders also showed growth exceeding one year.

LOS ANGELES CITY SCHOOLS

One of the projects in the Los Angeles City Schools was reading-centered instruction in the secondary schools. Two types of classes were conducted: reading improvement classes for poor readers of at least average ability, and basic reading instruction for poor readers of below-average ability. The program operated for three periods a day. Each student received one period of reading improvement or basic reading, while the other two periods were for other academic classes -- such as social sciences, mathematics or science -- taught by teachers trained in reading.

The project was conducted in 12 junior high schools and 12 senior high schools, with a total of 3,983 students participating. Class size was reduced to 15 pupils for reading improvement classes and 12 pupils for basic reading classes.

Results. The senior high school students averaged more than one year of growth on the Gates-MacGinitie Reading Test. The average growth of students in reading improvement classes was 1.3 years, while basic reading students averaged one year's growth. Greater gains were demonstrated by various schools on subsections of the reading test. In one group of schools, the students in basic reading classes improved by 2.9 years in reading vocabulary, while the students in reading improvement classes showed a growth of 2.5 years. Junior high school students did not score as well as the senior high students, with the greatest gain being .9 years by the reading improvement classes in reading comprehension.

Parent responses to a questionnaire showed that 74 percent noticed improvement in their children's study habits, 80 percent said their children's attitude toward school had improved, and 78 percent thought their children learned more than they had during previous years.

LOS NIETOS ELEMENTARY SCHOOL DISTRICT

A multi-funded compensatory education program centered on preschool, kindergarten and the first and second grades, with emphasis on longitudinal services to the children as they progressed from grade to grade. The first graders had previously participated in preschool and extended day kindergarten, while the second graders had been exposed to compensatory education in preschool, kindergarten and first grade. A teacher-consultant worked with the classroom teachers to develop curriculum to meet the needs of the disadvantaged children, and to insure coordination of instructional programs at different grade levels. Assistance from teacher aides, volunteers and tutors provided more time for teachers to work with individual children. Parent meetings to improve communications between school and home, and health services were also provided.

Results. The academic achievement of first and second graders at the target area school was compared with that of children in other schools before and after the implementation of compensatory education programs. While target area children had previously scored substantially lower than did non-target area children, the 1967 tests showed that the achievement of the two groups is now similar. On the Metropolitan Readiness Tests, the mean score of the target school first graders moved from "low normal" (meaning "likely to have difficulty in first grade work") to "average" (meaning "likely to succeed in first grade work"). Results from the Survey of Primary Reading Development tests showed that for the first time the second grade children in the target school were achieving at grade level.

On the Peabody Picture Vocabulary Test administered to the preschool and kindergarten children, the preschool children had an increase in mean score of 13 intelligence points, while the kindergarten children increased their mean score by 16 points.

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

Monterey Peninsula'a high school project reached 176 students in an instructional program emphasizing the communication skills -- reading, speech, writing, listening and English. A team approach in a non-graded organizational plan was used. The counseling load was reduced to a maximum of 125 students per counselor, providing two hours of student-counselor contact each day in the classroom setting. The project also provided cultural enrichment through field trips and school activities, occupational information and health services.

Results. Project students improved their reading level by an average of two years, as measured by the Iowa Silent Reading Test. On the STEP Listening Test, the average percentile placement increased from the 25th to the 40th percentile. Pre and post ratings also indicated improvement in oral language and written composition.

PARAMOUNT UNIFIED SCHOOL DISTRICT

The title I project was concentrated on one demonstration school, Lincoln Elementary School. Emphasis was placed on inservice training of the teaching staff to develop positive attitudes toward disadvantaged children, diagnose the individual learning problems of the children and devise instructional and motivational approaches appropriate for the disadvantaged child. Inservice training sessions were held each week during the school year.

A language development program was conducted for 450 children in grades one through six. Staggered sessions and non-graded classes were implemented. The student-adult ratio was reduced to 16:1 through the employment of college students as teacher assistants.

Results. When the project started in September, 1966, Lincoln Elementary School had the lowest achievement in reading of the district's ten elementary schools. Eighty percent of Lincoln's students were in the first quartile in reading.

Tests administered during the 1967-68 school year showed the Lincoln students' mean score is now equal to the district's average.

REDONDO BEACH ELEMENTARY SCHOOL DISTRICT

Ninety children in grades one-six were selected for a concentrated reading program. English as a second language activities were conducted for non-English speaking students. Other activities were study trips, library services including use of para-professionals to assist the project reading teachers and librarians, psychological services including diagnosis and guidance, and inservice training of staff members. A multi-media approach was used in the reading project; including the Language Master, controlled reader, Tachist-o-Flasher, films, slides and tape recorders. Puppets, flannel board stories and pantomime were used to stimulate communication.

Results. Pre and post test scores in comprehension and accuracy on the Gilmore Oral Reading Test showed the students had an average growth of 3.3 months per month in the program. At all grade levels, progress was significantly above the achievement that would be expected to occur in a school year and exceeded the growth of a comparison group. In grades one-four, students who entered the year achieving below grade level were at or above their expected grade level by the end of the year. For example, the fourth graders' median grade placement in reading comprehension was 3.0 in September--a full year below grade level. On the post test in May, the students' median grade placement was 5.1--slightly above grade level.

RIALTO UNIFIED SCHOOL DISTRICT

The secondary level project placed emphasis on building of reading skills, using high interest reading materials to motivate the students. Sixty-two students, all reading at least two years below grade level, worked with the remedial teacher in one-hour blocks of time daily on a small group basis.

Results. Students in grades 10, 11 and 12 showed a growth of about 2.5 years on the Gates Reading Survey between September and June, while a comparison group's growth was only four months. In grades seven, eight and nine, the growth was 1.2 years for grade seven, .6 years for grade eight, and 1.9 years for grade nine. These gains also exceeded those of the comparison group except at grade eight.

STOCKTON UNIFIED SCHOOL DISTRICT

Reading laboratories were established in each of the project schools and served 1,720 students. Each laboratory was equipped with supplementary materials and staffed with a team consisting of one teacher and two teacher aides, who worked with children in groups of eight-twelve. The teachers diagnosed pupil needs and planned for instruction, while the aides conducted drill activities, working with subgroups under the supervision of the teacher. One aide in each room was bilingual to assist children of Mexican-American descent. The laboratories were supported by other activities, including reduction of class size, counseling, school-community relations and cultural enrichment.

Results. Past records showed the majority of children in the project schools made gains of less than half a year for each year of school attendance. Last year, on the Metropolitan Reading Tests, 42 percent of the project participants in the elementary grades gained one year or more, including 25 percent whose gains exceeded one and one half years and 11 percent who gained two years or more.

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